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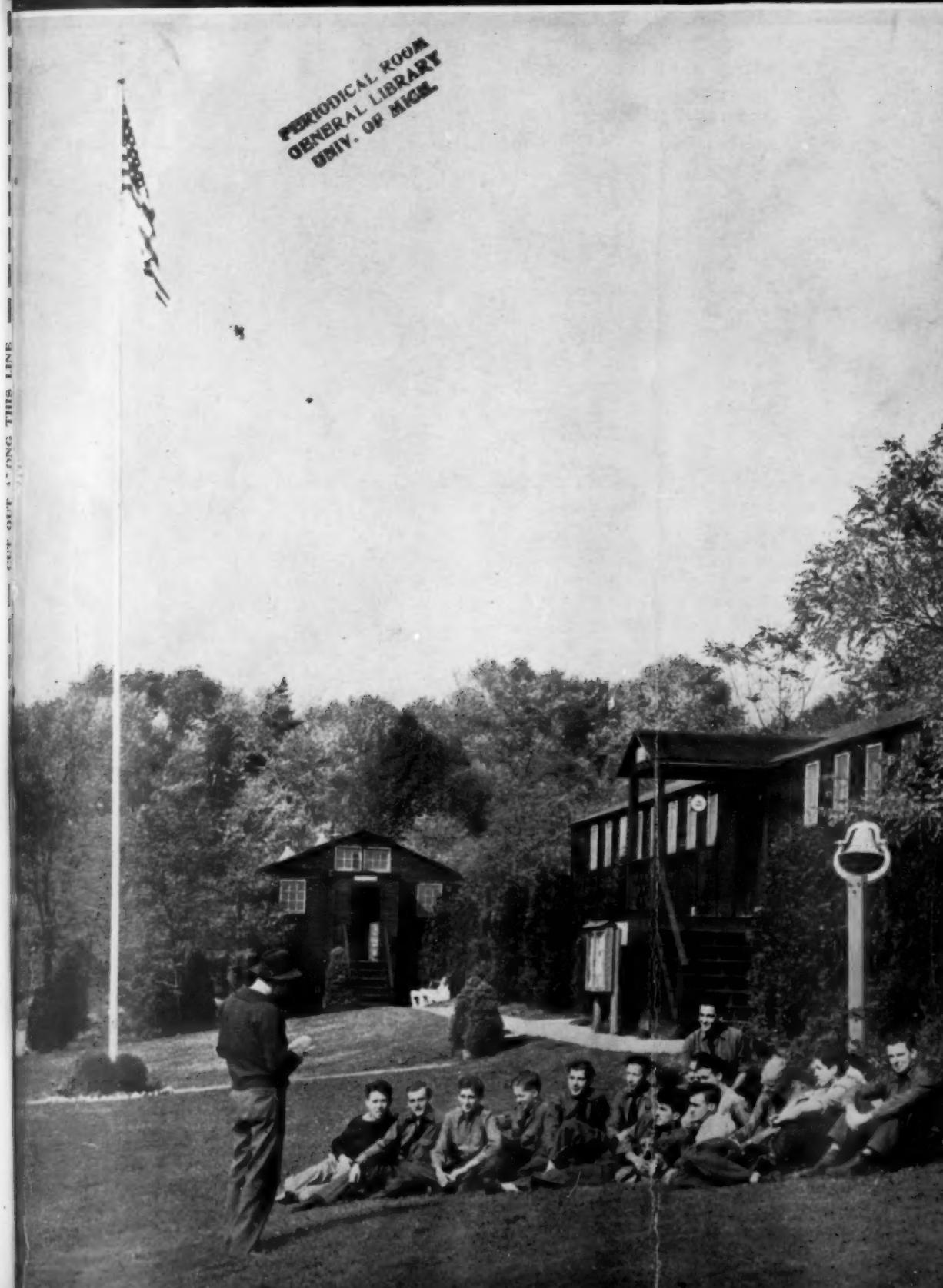
**January 1939**

**VOLUME 24**

**NUMBER 4**

**OFFICIAL ORGAN  
OF THE OFFICE  
OF EDUCATION**

**UNITED STATES  
DEPARTMENT OF  
THE INTERIOR  
WASHINGTON**



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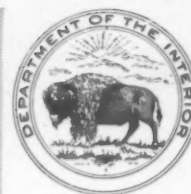
The Office of Education,  
United States  
Department of the Interior,  
Washington, D. C.

## FOR PUBLISHED INFORMATION

### ON:

Nursery-Kindergarten-  
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Elementary Education  
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Colleges and Professional  
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School Administration  
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Rehabilitation  
Teacher Education  
CCC Education  
Health Education  
Industrial Education  
Educational Tests and  
Measurements  
Comparative Education  
Adult Education

# SCHOOL LIFE



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Congress, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." To diffuse expeditiously information and facts collected, the Office of Education publishes SCHOOL LIFE, a monthly service, October through July. SCHOOL LIFE provides a national perspective of education in the United States.

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DEC 30 '38



# EDITORIAL



## SCHOOL LIFE

IS ISSUED MONTHLY, EXCEPT AUGUST AND  
SEPTEMBER, BY THE  
UNITED STATES DEPARTMENT OF THE INTERIOR  
OFFICE OF EDUCATION

Secretary of the Interior, HAROLD L. ICKES  
Commissioner of Education, J. W. STUDEBAKER  
Assistant Commissioner of Education, BESS GOODYKOONTZ  
Asst. Comm. for Vocational Education, J. C. WRIGHT  
Editor, WILLIAM DOW BOUTWELL  
Acting Editor, OLGA JONES  
Assistant Editors, MARGARET F. RYAN, JOHN H. LLOYD  
Art Editor, GEORGE A. MCGARVEY

Terms: Subscription, \$1.00 per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, \$1.50. Club rate: For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent.

Remittance should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

SCHOOL LIFE is indexed in Readers' Guide to Periodical Literature, Education Index, and is recommended in the American Library Association's "Periodicals for the Small Library."

JANUARY 1939

## On This Month's Cover

Company 211, Camp P-109, Elmsford, N. Y., contributed the picture used on this month's cover page of SCHOOL LIFE. The picture shows the camp superintendent conducting a course in safety.

## Acknowledgment

The special pictorial feature presenting Education in the Civilian Conservation Corps camps in the United States (see pp. 103 to 109) is made available to SCHOOL LIFE readers through information and material supplied by the office of Civilian Conservation Corps Camp Education in the Office of Education. Among the individuals contributing to this feature are: Howard W. Oxley, Director; Ralph C. M. Flynt, Special Assistant to the Director; and Homer T. Rosenberger, Research Assistant; of the staff of the office of CCC Camp Education.

The photographs used in this special feature were contributed by the Signal Corps, United States Army, and by the various corps area and district headquarters of the CCC. The fine cooperation given to the development of the feature is greatly appreciated.

## Education in the CCC Camps

AS AN AGENCY for conservation of material resources, the CCC camps have dramatized for the country the urgency of the conservation problem.

As an agency for developing young men, these same camps have made this country more conscious of the need of an educational program wider in scope and more flexible than has so far been supplied generally by the public schools and colleges.

The CCC camps have furnished another demonstration of the educational value of a "wholesome way of life"; of study associated with genuine productive labor; of courses built upon the needs and interests of the individuals; and above all, of individual counseling through which youth are led to analyze their own aptitudes and abilities and to plan their own lives in the light of self-examination.

This month, in another pictorial section, SCHOOL LIFE takes you for a little visit to the educational activities of the camps. This special feature is one of the series of pictorial presentations designed to help "promote the cause of education" by increasing understanding of some of the effective educational work that is being carried on throughout the Nation.

Commissioner of Education.

## Among the Authors

HON. NORMAN H. DAVIS, chairman of the American Red Cross, in an article in this month's issue of SCHOOL LIFE, emphasizes the need for perpetual peace. "May the time soon come," urges Mr. Davis, "when representatives of Red Cross societies of all countries shall gather around council tables, not to discuss preparedness plans for possible world conflict, but to compare notes on advancing campaigns for better health, safer homes, more abundant lives for all." Mr. Davis succeeded the late Admiral Cary T. Grayson as Red Cross chairman. He has served on international missions under three Presidents of the United States.

WARD W. KEESECKER, specialist in school legislation, Office of Education, discusses some of the State laws requiring the *Teaching of Citizenship* and of American Government in the public schools. He also presents a table showing a summary of such laws.

BENJAMIN W. FRAZIER, specialist in teacher training, indicates some of the *Trends in Certification of Teachers*. Among such trends Dr. Frazier points out: A steady rise in minimum scholastic requirements for certi-

ficates; increase in specialization of certificates by subjects, grade levels, and fields of work; centralization of certification in the State board or department of education; and others.

JOHN H. MCNEELY, specialist in higher education, gives a report on *Why Students Leave College*. Among the most common causes found, according to Mr. McNeely, were: Dismissal for failure in academic work, financial difficulties, lack of interest, and death or sickness.

## Convention Calendar

AMERICAN CAMPING ASSOCIATION. St. Louis, Mo., February 2-4.

AMERICAN INSTITUTE OF ELECTRICAL ENGINEERS. New York, N. Y., January 23-27.

AMERICAN MEDICAL ASSOCIATION. Chicago, Ill., February 13-14.

AMERICAN SOCIETY OF CIVIL ENGINEERS. New York, N. Y., January 18-20.

ASSOCIATION OF AMERICAN COLLEGES. Louisville, Ky., January 12-13.

EDUCATIONAL ASSOCIATION OF THE METHODIST EPISCOPAL CHURCH. Louisville, Ky., January 10.





**R. V. BILLINGTON**  
Executive Assistant in  
Vocational Education



**FRANK CUSHMAN**  
Recently appointed Consultant  
in Vocational Education



**EDNA P. AMIDON**  
Recently appointed Chief  
of the Home Economics  
Education Service,  
Office of Education



**HARRY A. JAGER**  
Chief, Occupational  
Information and  
Guidance Service,  
Office of Education



**CHARLES N. FULLERTON**  
Consultant in Employee-  
Employer Relations



**DR. LYMAN S. MOORE**  
Consultant, Public  
Service Training,  
Office of Education

## Vocational Division

# New Services and Appointments

by J. W. Studebaker, Commissioner of Education

★★★ New problems and new needs are constantly arising in the administration of a program of vocational education. When the Smith-Hughes Act was passed in 1917, the training of some 6,000,000 persons employed in what are now called distributive occupations and of some 3,000,000 employed in public-service occupations was receiving but little attention. While some consideration was being given to the need for occupational information and guidance, not much was being done about that either.

The George-Deen Act, passed in 1936, authorized additional funds for administration and for allotment to the States for the further development of the vocational program, and made specific provision for the use of these funds in giving training to those employed in distributive occupations and in public service. Under a new policy, Federal funds appropriated for the training of teachers may now be used by the States for the employment of qualified supervisors of occupational information and guidance.

Funds appropriated for the administration of the act have made it possible for the Office of Education to establish a service to the States in the field of occupational information and guidance. In addition, a number of new positions have been created, some of which provide for consultants in special fields, and others for additional professional and clerical employees in services already established.

### New Services

The organization of a new permanent service requires time and careful effort, in order that it may be properly established. The function of the service and the duties and qualifications of members of its staff must be formulated and presented to the United States Civil Service Commission for approval

before any aid can be rendered to the States.

During the past year, many conferences called by the Commissioner of Education, and attended by representatives of groups and by individuals having special contributions to make in the fields of distributive occupations, public service, and occupational information and guidance, gave valuable counsel to the Office of Education. With the help of such counsel, the following new services are being added to the Vocational Division of the Office:

### Business Education Service

The name of the Commercial Education Service was recently changed to Business Education Service, as a result of the enlarged activities in this field. In addition to administering the program of distributive education under the provisions of the George-Deen Act, the Business Education Service will continue to render advisory service and to conduct studies and investigations in all phases of business education, as provided by the Smith-Hughes Act.

"Business education" includes such courses as secretarial service, accounting, business law, business management, general business, business education for the consumer, and business economics, as well as retailing, merchandising, salesmanship, and other subjects having to do with the field of the distributive occupations.

The staff of the Business Education Service as formerly organized consisted of a chief and secretary. The staff has been enlarged and now includes the following personnel: John A. Kratz, acting chief; B. Frank Kyker, special agent, Research; Walter F. Shaw, special agent, western region; Kenneth B. Haas, special agent, North Atlantic region; John Blakely Pope, special agent, southern region; and G. Henry Richert, special agent, North Central region.

Mr. Kyker was formerly head of the department of commerce and secretarial training and director of commercial teacher training at the Woman's College, University of North Carolina. Prior to that he served as director of the department of business, Berea College, and as professor of graduate courses in business education in summer sessions of the University of Tennessee, University of Iowa, and the Ohio State University. He has been on the editorial staff of the Journal of Business Education; the High School Journal; and the Business Education Quarterly. His business experience includes banking, accounting, office management, and sales management work.

Mr. Kyker's professional training was obtained at Berea, the University of Virginia, the University of Tennessee, George Peabody College for Teachers, and Iowa State University.

Mr. Shaw, who holds the bachelor of arts and master of arts degrees from Ohio Wesleyan University, was formerly State Director for Vocational Education in Ohio. He served as a teacher-trainer on the faculties of the Bowling Green State Normal College and of the Ohio State University, and has had experience in the field of education as a high-school principal, city school superintendent, State high-school inspector, college instructor, and college president. His experience also includes 5 years' service in vocational rehabilitation as a State and Federal officer.

For several years Mr. Shaw was actively engaged in trade association work. He is the author of numerous articles and bulletins on sales management, market surveys, advertising techniques, research problems, merchandising studies, and conference objectives.

Dr. Haas comes to the Office of Education with broad experience in the business field; as secretary-treasurer for a wholesale establishment, and as proprietor of a retail establish-



ment in Pittsburgh. He holds the bachelor of science degree from the School of Business Administration, and the master of arts degree from the School of Education, University of Pittsburgh, and the degree of doctor of education from New York University. He has taught and supervised courses in such fields as salesmanship, retailing, marketing, consumer education, advertising, and purchasing, in high schools and colleges of commerce. Dr. Haas is known in the field of business education as a contributor to leading publications in this and other fields and as the author of various texts and bulletins relating to consumer and distributive education.

Mr. Richert has for the past 8 years served as instructor in retailing and supervisor of the cooperative training program in the Senior High School, Rockford, Ill., in which position he organized adult extension classes in salesmanship and related subjects.

He holds the bachelor of education degree from Illinois State Normal University and the degree of master of business administration from Northwestern University. He has had 13 years of business experience—4 years as office manager and purchasing agent, 5 years in selling, advertising and sales management, and 4 years as the educational director of a department store in Rockford, Ill. He is the author of the recently published text—*Retailing, Principles and Practices*.

Mr. Pope holds the degree of bachelor of science from the Southern Methodist University and of master of business administration from Harvard University. He comes to the Office of Education from Texas where for the last year he has been State supervisor of distributive education. His experience in the business field was gained as sales manager, trainer of sales agents, retail lumber yard manager, salesman, and warehouse manager for industrial organizations. He is author of numerous papers devoted to the improvement of teaching practices in business and in the distributive occupations.

#### *Occupational Information and Guidance*

Young people are greatly in need of information about different kinds of work at which people earn their living. They also need information about schools and school programs which will give them the best preparation for entering upon a given job regardless of whether the job is of a professional, skilled, or semiskilled character.

As a result of widespread demands for a

national service in this field the Occupational Information and Guidance Service has been set up in the Office of Education as a new activity. These three main functions have been assigned to the service:

Securing, compiling, and making available to the States and schools comprehensive and up-to-date information about occupations;

Making studies and investigations relating to tests, measurements, and personnel records necessary in programs of guidance;

Furnishing a consultation and field service to the States in the promotion and organization of programs of guidance.

A permanent, professional staff consisting of a chief of service, two specialists in occupational information, one specialist in tests, measurements, and personnel records, one specialist for consultation in field service, and one specialist for occupations for girls and women has been provided for. The Office of Education has had the generous cooperation of the National Occupational Conference in the setting up of this new service. Many other groups and individuals have also given valuable assistance.

The service will work through and depend upon the cooperation of State and local educational authorities in efforts to have occupational information and guidance function in the education of boys and girls, youth and adults throughout the Nation.

The staff members already appointed or assigned on a full-time basis are: Harry A. Jager, chief; David Segel, specialist in tests and measurements; Walter J. Greenleaf, specialist in occupational information. The other permanent staff members will be appointed as soon as possible.

In addition, the following nationally known leaders in the field are serving for different periods of time as special consultants: Richard D. Allen; Walter V. Bingham; Paul W. Chapman; Layton S. Hawkins; G. M. Ruch.

Mr. Jager has for 20 years been a co-worker with Dr. Allen in organizing and supervising the plan of guidance set up in the elementary and secondary schools of Providence, R. I. He had charge of initiating and administering the guidance program for day-school students in one of the Providence high schools. He also set up in Providence one of the first counseling systems established in evening schools in this country. In addition to his educational work Mr. Jager has had business experiences including 3 years of service with a New England manufacturing plant as super-

intendent and manager in charge of personnel and production. He holds the degrees of bachelor of science and master of arts from Brown University.

Dr. Segel has been associated with the Office of Education since 1931 as specialist in tests and measurements. He is a graduate of the University of California, from which he received the bachelor of science degree and holds the master of arts degree from Teachers College, Columbia University, and the degree of doctor of philosophy from Stanford University. Before joining the Office of Education he was for 7 years assistant director, department of research in guidance in the Long Beach (Calif.) public schools. Dr. Segel developed the differential prognosis method of predicting scholastic success.

Dr. Greenleaf is a graduate of Bowdoin College. He holds the degree of master of arts from Princeton University and the degree of doctor of philosophy from George Washington University. His experience includes 4 years as a science teacher in Maine and New Jersey high schools; 5 years as supervisor of advisement and training with the Veterans' Administration; and 14 years with the Office of Education as specialist in higher education. During his service with the Veterans' Administration Dr. Greenleaf gave guidance counsel to more than 15,000 men and women.

Dr. Allen, Chief Consultant for the service, is known not only for his work as assistant superintendent of schools in charge of guidance research in Providence, R. I., but as the author of *Organization, Supervision and Guidance in Public Education*. He has been associated at various times as a lecturer with the Rhode Island College of Education, and with Brown and Harvard Universities. He was for several years a member of the board of editors of the *Vocational Guidance Magazine* and president of the *Vocational Guidance Association*. Dr. Allen, who did his undergraduate work at Brown University, also holds the graduate degrees, master of arts and doctor of philosophy from that institution.

Dr. Bingham, professor of psychology at Stevens Institute of Technology, has for many years been a contributor to the field of guidance through his addresses and writings and as director of the *Personnel Research Federation, Inc.*, as president of *Psychological Corporation*, and as editor of *Personnel Journal*. A graduate of Beloit College, with a master of arts degree from Harvard, and the doctor of philosophy degree from the

**F. HENRY RICHERT**  
Special Agent for  
Distributive Education,  
North Central Region

**KENNETH B. HAAS**  
Special Agent for  
Distributive Education,  
North Atlantic Region

**JOHN B. POPE**  
Special Agent for  
Distributive Education,  
Southern Region

**B. FRANK KYKER**  
Special Agent,  
Research in Business  
Education

**ATA LEE**  
Agent in Home Economics  
Education for  
Special Groups

**WALTER F. SHAW**  
Special Agent for  
Distributive Education,  
Western Region



University of Chicago, Dr. Bingham has been associated in the field of psychology at different times with the University of Chicago, Teachers College, Columbia University, Dartmouth College, and Carnegie Institute of Technology. During the World War he was executive secretary of the committee on classification of personnel in the Army and lieutenant colonel, personnel branch of the Army. Dr. Bingham is author of the book, *Aptitudes and Aptitude Training*, and joint author of *Procedures in Employment Psychology*.

Mr. Hawkins, who was associated with the Federal Board for Vocational Education in its early years, has had long and varied experiences in the field of vocational education; in personnel work in industry and more recently in research work with the Adult Adjustment Service and as supervisor of adult education in New York City for the Works Progress Administration. He has served as specialist in agriculture for the Department of Education and as director of vocational education in New York State and as a teacher in Cornell, Columbia, Chicago, and New York Universities, and Kansas State Agricultural College. As director of the department of education of the National Typothetae and managing director of the Lithographic Technical Foundation, also, Mr. Hawkins had an opportunity to study occupations at first hand. He is a graduate of Amherst College and holds the degrees of bachelor of arts and master of arts from that institution.

Mr. Chapman is dean of the college of agriculture, University of Georgia. Prior to assuming that position, he was successively teacher of vocational agriculture and science; school superintendent; supervisor of agricultural education for two different States—Missouri and Georgia; and State director of vocational education in Georgia. He is a past president of the American Vocational Association, the National Association of State Directors of Vocational Education, and of the vocational education section, National Education Association. At the present time he is chairman of the teaching section, Association of Land-Grant Colleges and Universities. Mr. Chapman is the author of *Occupational Guidance and Workbook in Occupational Guidance* and of other books. He is a graduate of the University of Missouri, from which he received the degree of bachelor of science in agriculture. He holds two other degrees—master of science in agriculture from the University of Georgia and the honorary doctor of science degree from Clemson College.

Dr. Ruch came to Washington from the position of editor of educational textbooks for a Chicago publishing house. As a teacher in the field of tests and measurements, statistics, and educational psychology he has served on the faculties of Oregon, Stanford, Chicago, California, Iowa, and Harvard Universities. He is the author of several textbooks on tests and measurements and of a number of standard tests. He is co-author

of the Stanford achievement test. He is also co-author of a series of textbooks on mathematics for elementary and high-school grades. Dr. Ruch took his undergraduate work for the bachelor of arts degree at the University of Oregon and received the doctor of philosophy degree from Stanford University.

### Consultants Appointed

The position of consultant in vocational education in the Office of Education has been filled by the appointment of *Frank Cushman*, who for 16 years was chief of the trade and industrial education service.

As educational consultant Mr. Cushman is conducting investigations and research in the field of vocational education and assisting the technical services of the Office in planning, organizing, and conducting investigations in original research, in the preparation of manuscripts resulting from research, in the development and formulation of standards in vocational education, and in the formulation of programs in their respective fields. Mr. Cushman has been devoting considerable time to rendering assistance to several branches of the Government in organizing and conducting training for personnel groups.

*Lyman S. Moore*, assistant director of the Institute for Training in Municipal Administration sponsored by the International City Managers Association, has been appointed consultant in public-service training.

One of the principal developments made possible through the provisions of the George-Deen Act is the organization of training on a much broader basis than had hitherto been possible for those employed in "public and other service occupations."

Dr. Moore holds A. B. and M. A. degrees from the University of Wisconsin and the Ph. D. degree from Northwestern University. He has had varied experiences in public-service fields of Cook County, Illinois, and in his association with the Institute for Training in Municipal Administration, he was responsible for the development of a program of correspondence in-service training for municipal administrators involving the preparation of complete reference volumes in such fields as personnel, finance, public works, and fire and police service. He was associate editor of *Public Management*, official organ of the institute, and of its municipal yearbook.

In his position with the Office of Education, Dr. Moore will plan, organize, and conduct studies and investigations in the field of public-service occupations. He will be available to State school officers, to directors and State supervisors of vocational education, to colleges and universities, and to other organizations interested in promoting the further development of vocational education, for assistance in promoting or improving programs of training in public-service occupations.

*Charles N. Fullerton*, for many years connected with the Baltimore & Ohio Railroad Co.,

has been appointed consultant in employee-employer relations.

In addition to serving as consultant to the Office of Education, to State boards for vocational education, to State advisory committees and to the Federal Committee on Apprentice Training on problems relating to employee-employer relations, Mr. Fullerton will make studies and investigations of problems arising from the use of Federal funds in connection with vocational training in industrial plants. He will study programs involving vocational education sponsored by other Government agencies and will check training programs against special standards in order to safeguard the interests of workers and the use of public funds.

Mr. Fullerton was president of the Federated Railway Shop Crafts from 1918 to 1921, and general chairman of District No. 29, International Association of Machinists from 1921 to 1926. As supervisor of apprentice training for the Baltimore & Ohio Railroad Co. for many years he was responsible for the technical training given thousands of apprentices for freight and passenger car-inspector positions. Since 1933 he has been promoting personnel work and soliciting traffic as a special inspector for the company.

### Curriculum Research

One of the functions of the Office of Education is to make studies and conduct investigations for the purpose of making available to the States source material which will strengthen the programs of vocational education in agriculture, trades and industries, home economics, and in business education, including the program of training for the distributive occupations.

For several years the Office has recognized the need for the services of a specialist in the field of curriculum problems who could serve as a consultant not only to the staff of the Office of Education but also to State boards for vocational education and institutions training teachers of vocational education; initiate and conduct research in curricular organization and evaluation, and prepare findings for publication; and cooperate with Office of Education staff members and representatives of State boards for vocational education in planning and conducting curriculum studies and in the interpretation and publication of the results.

Arrangements have now been made to create within the Office of Education a position to be known as Educational and Technical Consultant in Curriculum Problems. No appointment has yet been made.

### Executive Assistant

Because of the expanding program of vocational education and the consequent increase in the volume and complexity of administrative problems, it has been necessary to create a new position—Executive Assistant in Vocational Education.



R. V. Billington, a member of the staff of the Office of Education, has been appointed to this position in which he will act as executive assistant to the Assistant Commissioner for Vocational Education. Mr. Billington, who came to Washington in 1925 as special agent in trade and industrial education for the Vocational Rehabilitation Service and who for more than 8 years served as regional agent for the trade and industrial service, has been discharging the duties of his new position on a temporary basis for the past 2 years.

#### **New Service for the Blind**

A special section known as the Service for the Blind was established last year in the Vocational Rehabilitation Division of the Office to administer the Randolph-Sheppard Act, approved June 20, 1936. This act provides for the licensing and establishing of blind persons as operators in vending stands in public and other buildings. The function of this service is to cooperate with State commissions for the blind or other State agencies in carrying out the provisions of the act. One of the activities of the service will be to find employment openings for blind persons, not only as vending stand operators but also as employees in industrial plants and business houses and in small businesses of their own.

The Service for the Blind, which is headed by John A. Kratz, Chief of the Vocational Rehabilitation Division of the Office, is composed of the following persons who were appointed some time ago: Jos. F. Clunk, supervisor, Maurice I. Tynan, field agent, Leonard A. Robinson, assistant to the supervisor.

Since the establishment of this service, its representatives have visited 30 States for the purpose of giving advice and assistance to the agencies designated to promote the activities authorized under the act. Public agencies have been designated in 35 States to place and administer 180 stands for the blind in Federal buildings. Approximately 300 stands have been established in non-Federal buildings by various public and private agencies for the blind as a result of the impetus given by Federal activity in this field. Preliminary reports indicate that average earnings from these refreshment stands are about \$900 a year, or approximately \$450,000 for all stands.

#### **New Positions Added to Already Established Services**

No account of recent changes made in the organization of the Vocational Division to increase its efficiency and to make available services demanded in various fields would be complete without a brief statement concerning the recent changes and additions in staff personnel in previously established services.

##### *Agricultural Education*

The Agricultural Education Service is made up at the present time of a chief, four regional agents, an agent for special groups, a research

specialist, a specialist in subject matter, a specialist in teacher training, and a specialist in part-time and evening schools.

Plans have now been completed for the following additions to this service: A special agent in agricultural education whose duties shall be to prepare subject matter and professional material to be used by teachers and supervisors of vocational agriculture, teachers and teacher trainers; a statistical clerk, who will be responsible for organizing, compiling, and summarizing statistical data developed in reports on vocational agriculture from the various States and in surveys and studies conducted by the agricultural service.

##### *Home Economics Education*

Several changes have taken place recently in the Home Economics Education Service.

Florence Fallgatter, Chief of the Home Economics Service, resigned in September to become head of the Home Economics Education Department at Iowa State College.

Edna P. Amidon, who has been associated with the Home Economics Education Service for 9 years was appointed chief to fill the vacancy.

During this period Miss Amidon had frequently served as acting chief and had participated in establishing policies of the service. Previously she had been associated with the University of Minnesota and the University of Missouri and had been connected with the secondary schools of Minnesota. She holds a master's degree from the University of Minnesota.

For the past 3 years the program of the Home Economics Service has expanded to

include assistance throughout the field of home economics education and all matters relating to home economics education are referred to the service.

Ata Lee has been appointed to the position of agent in home economics education for special groups. Miss Lee, who was State supervisor of home economics education in Kentucky for 9 years and holds the degree of bachelor of science from Georgetown College, Georgetown, Ky., and master of science from the University of Kentucky, has had experience as a teacher of home economics in secondary schools in Kentucky, as supervisor of student teaching in home economics education at the University of Kentucky, and more recently as State supervisor of home economics education for Kentucky.

Present plans call for the appointment of an agent to take the place of Miss Amidon in the North Atlantic region; an additional agent to act as consultant in the further development of home economics education programs for home and family life; a statistical and editorial assistant, whose duties shall be to make useful summaries of data from State reports on home economics education and to assist field agents in the preparation of bulletins and other publications and materials.

Under present plans it will also be possible to make some expansions and improvements in services in trade and industry, vocational rehabilitation, research and statistics, and in other fields.

It is hoped that the assistance of all the new or expanded services will be available to the States in the very near future.



A panorama from the *Animals of the Bible* (Stokes) illustrated by Dorothy P. Lathrop, to whom the first Caldecott Medal was awarded by a section of the American Library Association for the most distinguished picture book of the year. Many have long wanted to honor the makers of fine picture books. The annual award of the Caldecott Medal provides a means of stimulating interest in beautifully illustrated children's books



# The School Dollar

by Emery M. Foster, Chief, Statistical Division

★★★ Material from studies made by the Office of Education on school costs in small cities, in school systems combining urban and rural territory, in systems having rural territory only, in city school systems and in State school systems, make it possible to present the percentage distribution of the school current expense dollar separately for each of five groups of cities, urban-rural districts, rural school districts, and for the total United States. All expenditures except those for capital outlay (new grounds, buildings, and equipment) and for debt service (interest and payment of debts) are included in current expense.

## Interesting Points

Some interesting points of the accompanying table are: (1) The small percentage of the total spent for general control and for operation and the large percentage for instruction by the large school administrative units embracing both urban and rural territory within their boundaries (column 7). (2) The small proportion which is spent for instruction by the rural districts with the same proportion for general control as in the largest cities (column 8). Auxiliary agencies and coordinate activities (to a considerable extent expenditures for transportation) take a large share of the expenditures by rural districts and seem to effect the share available for instruction (column 8). In the urban-rural districts, however, a comparatively large proportion expended for auxiliary agencies and coordinate activities does not seem to unduly diminish the proportion available for instruction (column 7). (3) The high proportion spent for general control by the smallest cities (column 6) and the relatively high proportion for operation and the relatively low proportion for instruction.

## Financial Advantages

In general, the table seems to show the financial advantages of the large unit including urban and rural territory within its boundaries and the disadvantages of the small city unit and the entirely rural unit.

★★★

## Now Ready—

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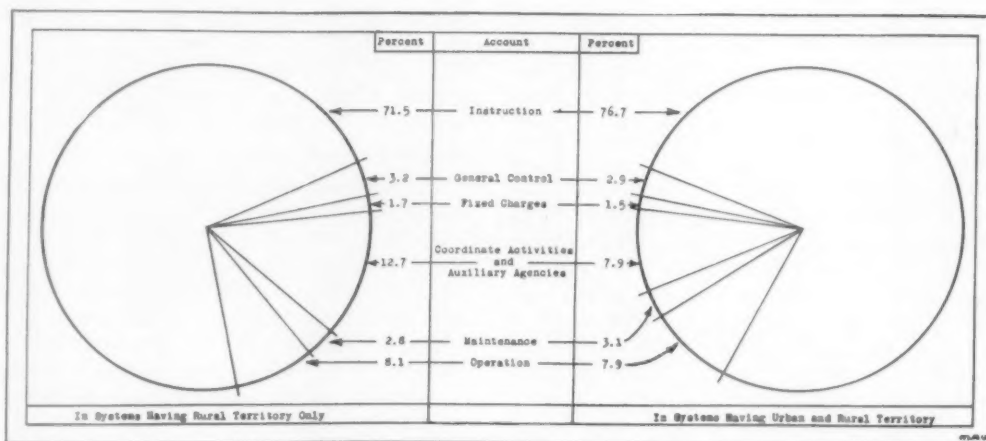


Figure 1.—Percentage distribution of the school dollar.

Percentage of current expense dollar used for various school functions in different types of school administrative units<sup>1</sup>

Items of expenditure	Urban territory only					Urban and rural territory	Rural territory only	Total United States
	Group I—100,000 population or more	Group II—30,000 to 99,999 population	Group III—10,000 to 29,999 population	Group IV—5,000 to 9,999 population	Group V—2,500 to 4,999 population			
1	2	3	4	5	6	7	8	9
General control.....	3.2	3.2	3.9	5.5	7.1	2.9	3.2	4.1
Instruction.....	77.5	77.3	75.1	74.4	72.4	76.7	71.5	73.3
Operation.....	9.2	11.3	12.5	12.0	10.6	7.9	8.1	10.2
Maintenance.....	3.7	3.5	3.7	3.1	2.7	3.1	2.8	3.9
Coordinate activities and auxiliary agencies.....	2.5	2.7	2.8	3.3	5.6	7.9	12.7	5.9
Fixed charges.....	3.9	2.0	2.0	1.7	1.6	1.5	1.7	2.6
Total current expense....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

<sup>1</sup> Data in columns 2, 3, 4, and 9 are calculated from basic data for 1935-36, in columns 7 and 8 from 1933-34 and in columns 5 and 6 from 1931-32. For showing the general trend, the variation in dates makes no material difference in the percentage analysis except for maintenance. The proportion for the total United States for 1936 (3.9) being greater than for the larger cities for the same date, indicates that the 1932 and 1934 proportions for maintenance were lower than they were in 1936. Distributions of data are not available from which all percentages can be derived for the same year.

## Federal Relations

Two recent publications of the advisory committee on education discuss phases of Federal relations to educational activities.

*Vocational Rehabilitation of the Physically Disabled*, by Lloyd E. Bauch, is a study of the administration of Federal and State funds appropriated for the rehabilitation of about 11,000 disabled persons every year. These persons are trained for remunerative employment at an average cost of about \$300 per client. Although the program has grown since its inception 18 years ago, further expansion seems necessary to provide for the return to work of the 150,000 persons who

acquire permanent physical disabilities in the United States every year.

*Public Education in the District of Columbia*, by Lloyd E. Bauch and J. Orin Powers, surveys the educational work of the Government in a smaller area, where the Congress of the United States, which appropriates all funds for the public schools of the District, largely directs public education.

These studies are available through the Superintendent of Documents, Washington, D. C. Staff Study No. 9, *Vocational Rehabilitation of the Physically Disabled*, is priced at 15 cents, and Staff Study No. 15, *Public Education in the District of Columbia*, at 20 cents.

# Education in the CCC Camps

## Objectives of the Program



*Left: The school building in each CCC camp is the center of educational activities.*

*Right: Bird's-eye view of one of the camps.*



★★★ The dominant aims of the educational program in the Civilian Conservation Corps camps are: To develop in each man his powers of self-expression, self-entertainment, and self-culture; to develop pride and satisfaction in cooperative endeavor; to develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each individual may cooperate intelligently in improving these conditions; to preserve and strengthen good habits of health and of mental development; by such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each

man better to meet his employment problems when he leaves camp; and to develop an appreciation of nature and of country life.

The specific steps which must be taken for the fulfillment of these dominant aims are to: Eliminate illiteracy; raise the level of enrollees deficient in school subjects; provide instruction on camp work jobs and projects; provide vocational training; provide training in constructive and worth-while use of leisure time; provide cultural and general education; provide training in health, first aid, and safety; provide character and citizenship training; and assist enrollees in finding employment.

### *Basic Approach*

The program of education organized in any given camp must be based upon the problems and interests of the men of that camp. The basic approach, therefore, in planning an educational program is the ascertainment of the problems and interests of the men relative to:

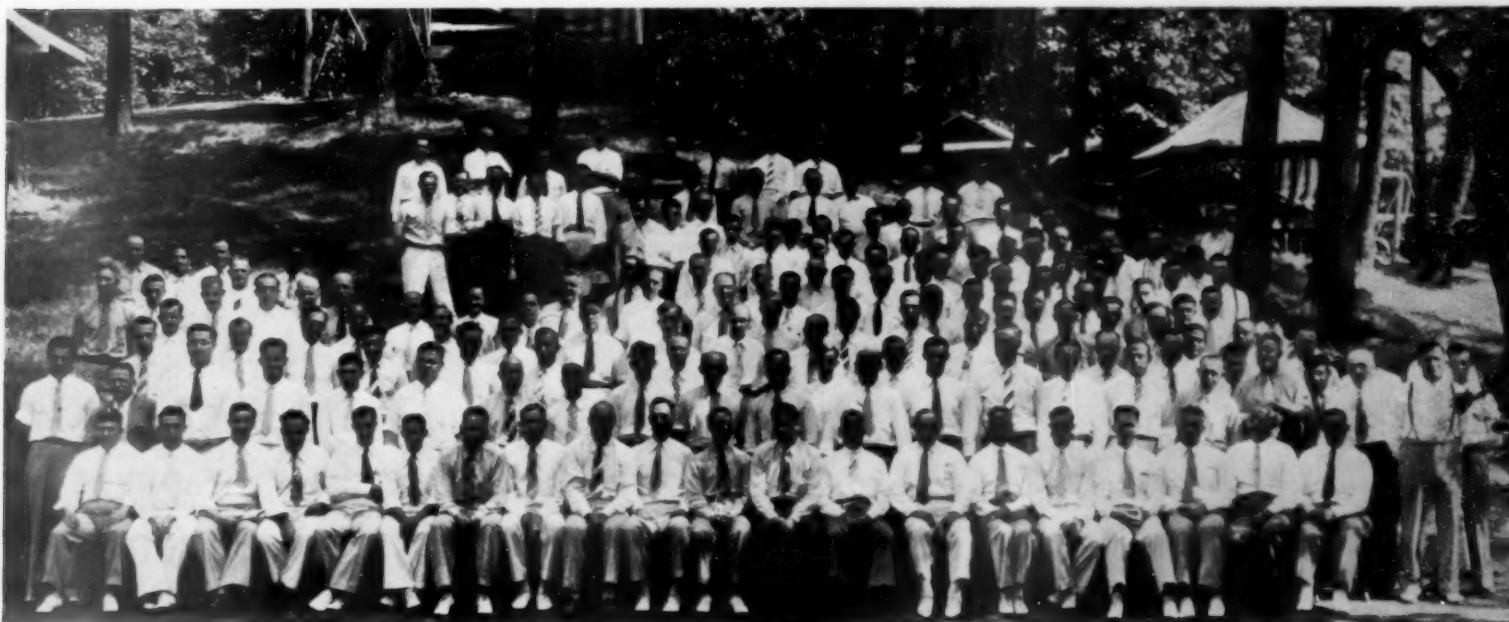
*Plans for reconnecting themselves with the normal order of society.* These relate to vocational interests, connections and opportunities for employment, and reestablishment of family and home relationships.

*Present interests and problems.* These are problems of the camp for which there is a co-operative responsibility on the part of the men with the camp officers for living and working in the camp.

*Problems of an individual and personal character,* the solutions of which are important to the individual's future.

*Individual interests and needs for educational work.*

Educational advisers of the corps areas find it helpful to meet for interchange of ideas.





A lesson in handwriting; one of the important steps toward elimination of illiteracy in each CCC camp.

## The Curriculum

The handbook for Educational Advisers in the Civilian Conservation Corps camps, prepared in 1934 by the United States Department of the Interior, Office of Education, and approved and published by the Secretary of War, outlines the essential and fundamental objectives of the program of instruction for the camps. It is stated in this handbook that the program "—will comprise such instruction suited to the needs of any particular camps as may be practicable, it being recognized that conditions as regards intelligence, aptitude, and receptability of enrollees, and many other factors, will vary not only in nine corps areas but in 1,500 camps, each having its own problem. The basic thought in providing a pro-

gram of instruction and in imparting instruction will be that of returning to the normal work-a-day world, upon completion of the emergency relief project, citizens better equipped mentally and morally for their duties as such and with a better knowledge of the Government under which they live, and of all that that Government means."

In order to meet the needs of a group of 200 young men, ranging in age from 17 to 23, and in educational achievement from illiteracy to fourth year college, a curriculum covering a broad range and variety of subjects has needed to be organized. The curriculum of the CCC camp is divided into the following classification: Academic, prevocational, and voca-

A knowledge of typewriting will help these and other enrollees to find a place in the business world.



tional; job training and related subjects; informal activities, miscellaneous; professional; and general.

The more general academic courses include courses in the removal of illiteracy, removal of common-school deficiencies, and in equivalent work. Courses in the usual secondary school subjects are also given.

The most common prevocational and vocational subjects are: The commercial courses; the building trades; electrical work; agriculture; auto mechanics; and in the Negro companies, domestic service.

Organized training on the job is carried on in connection with the work projects by the supervising personnel. Classes in work related to this training are held in camp.



Not all CCC classes are held within four walls.



First-aid training is required of all CCC rated personnel.

Informal activities include arts and crafts, dramatics, and music.

### Miscellaneous Courses

Under miscellaneous courses are grouped first aid, health and hygiene, safety, life-saving, and citizenship training courses. The American Red Cross standard first-aid course is required of all rated personnel. Under the camp surgeons, classes are conducted in health and hygiene. Each camp has a safety council, and weekly safety meetings are held. An organized safety plan is followed in all camps. Each summer, two enrollees are sent from



each company to American Red Cross aquatic schools. Upon their return, they are utilized to conduct training in the camp in lifesaving and waterfront activities. Citizenship training is conducted both formally and informally.

Professional work includes teacher training, foreman training, and leader training.

Under general activities are listed lectures by outside speakers, educational and entertainment film showings, guidance activities, and organized library activities.

The camp curriculum is thus grouped to meet as fully as possible the needs of the special camp group. The foregoing divisions are used for classification purposes. Within the framework of these classifications sufficient flexibility is possible to meet the special needs of any enrollee or group of enrollees in the camp.

#### A Sample Program

Some excerpts from the catalog of courses of one of the camps illustrate a sample camp program:

##### Academic and vocational

Elementary subjects.....	Adviser Bender.
Journalism.....	Adviser Bender.
Mathematics, applied.....	Foreman Meyer.
Occupations.....	Adviser Bender.
Speech: Public-speaking and debate.....	Technical Assistant Houlihan.
Psychology and reading.....	Adviser Bender.
Agriculture.....	Agronomist Hartschen.
Blue print reading.....	Foreman Reynolds.
Bookkeeping and accounting.....	Captain Kemman.
Concrete construction.....	Foreman McAdon.
Forestry.....	Project Forester Po-shusta.
Librarianship.....	Librarian Howell and assistant.
Motion-picture projection.....	Assistant Educational Adviser Dorweiler.
Mechanical drawing.....	Engineer Donnan.
Soil conservation.....	Foreman Byars.
Surveying.....	Engineer Whelan.

##### Analysis Made

**Job Instruction.** "All enrollees receive instruction on the job—a job analysis is made prior to instruction. Also, there is supplementary classroom instruction to the job instruction, and the groups usually meet in the morning, on a selected day of each week, just before work call, for an hour."

##### Informal courses

Beadwork.....	Leader Reynolds.
Geology club.....	Engineer Donnan.
Leathercraft.....	(1).
Photography.....	(1).
Taxidermy.....	Leader Reynolds.
Woodworking.....	(1).

<sup>1</sup> Instructors not decided upon.

##### Miscellaneous courses

Physiology and pathology.....	Lieutenant Tanous.
First aid.....	Lieutenant Tanous.
Safety.....	Superintendent White.

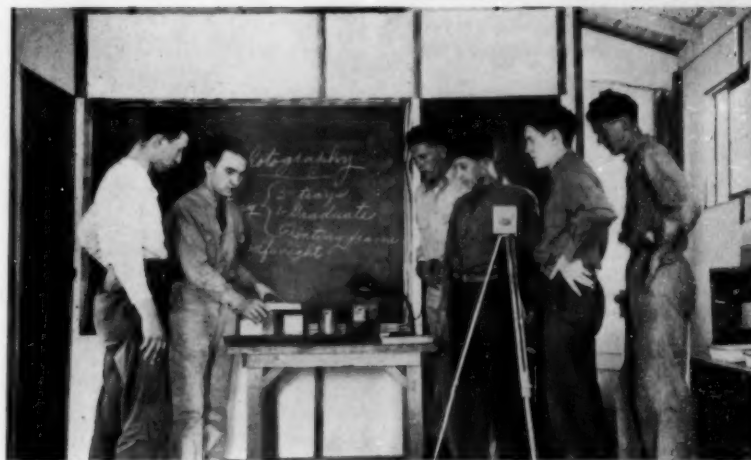
##### Professional training courses

Foreman training.....	Superintendent White.
Leader training.....	Captain Kemman.
Teacher training.....	Adviser Bender.

Enrollees show great interest in the vocational training courses provided in the camps.



Vocational interests are also encouraged and developed.



## Instructional Staff

"Teachers should be selected from among the men, the officers, the camp technical staffs, voluntary teachers from local educational institutions, and unemployed teachers where available under the emergency relief program for education. In some instances men can take advantage of educational programs of the vicinity. *Only persons interested in the men and their problems should be used as teachers.*" Thus reads the *Handbook for Educational Advisers*.

In accordance with these basic instructions, camp educational advisers and later the camp committees on education attempted to select from the camp staff qualified enrollees and available emergency education program teachers, a corps of instructors who would be able to present in a concise and methodical way the courses for which the enrollees had a need and an interest.

A *Manual for Instructors in Civilian Conservation Corps Camps* was prepared some 3 years ago, by the Vocational Division of the Office of Education. This 95-page manual suited to the camp teaching situation has become the guide for instructors in the corps and the basis of a number of camp teacher-training courses. It stresses the responsibilities of camp instructors and suggests a number of methods and devices for efficient teaching.

##### Training Emphasized

During the 5 years of CCC education, professional training of both the camp adviser and the corps of instructors in each camp has been emphasized. Corps area and district training conferences for the advisers and camp teacher-training courses for the camp instruc-

# Education for Veterans

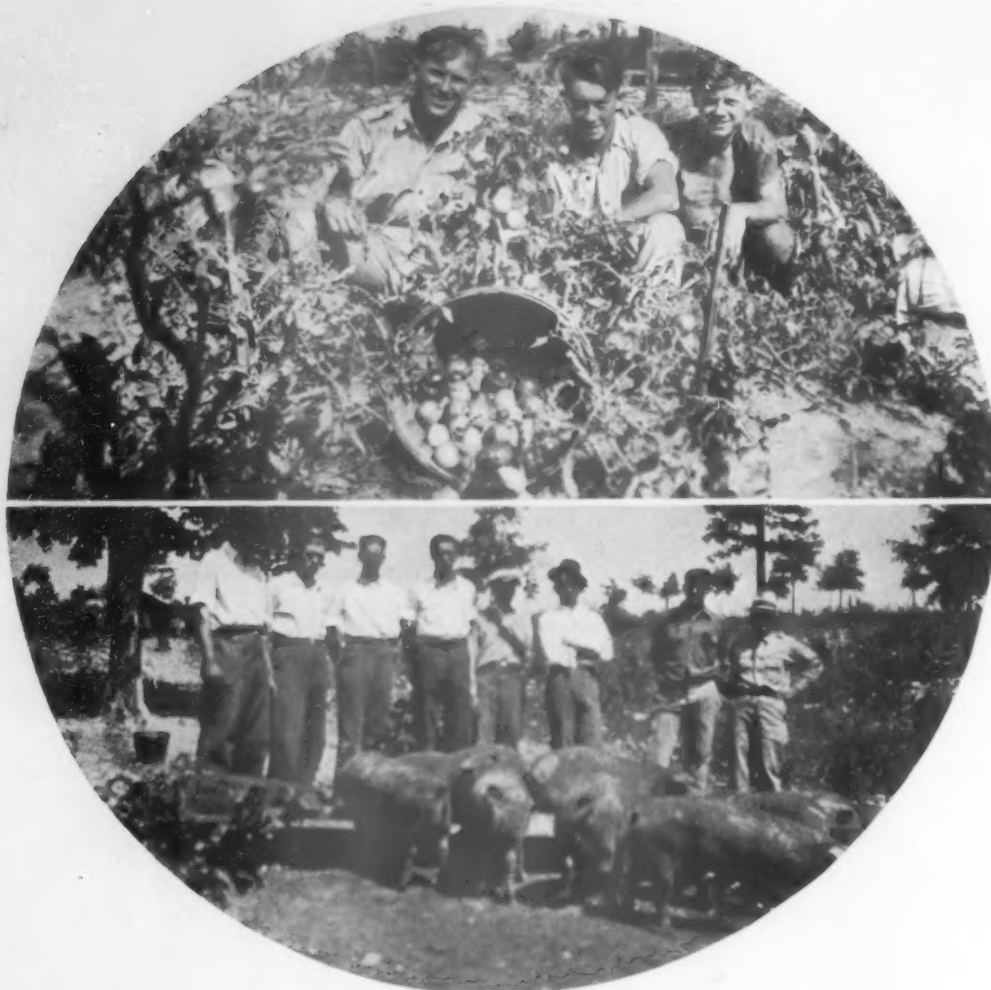
Of the 279,693 enrollees in the Civilian Conservation Corps on August 31, 1938, 25,973 were war veterans, serving in 136 companies made up exclusively of veterans.

While the general objectives of the CCC educational program are emphasized in junior and veteran companies alike, certain problems are greatly intensified in the veterans' camps and require special attention. Illiteracy and common-school deficiencies are problems common to both juniors and veterans. Every effort is made to eradicate illiteracy among the veterans and to give those who require it command of the tool subjects.

However, the age of the veterans precludes to a great extent their reabsorption into industry or into the occupations for which many have been trained. Thus, the most important problem of education in the veterans' camps becomes that of occupational rehabilitation and readjustment. Effort is made to retrain and reestablish the veteran in the occupation for which he has been trained. In cases, the veteran is guided into an allied vocation or occupation where he may enjoy a better chance of securing employment. In many cases, veterans have been trained for entirely new occupations.

A further phase of training for veterans has been the program of training the men to set up and operate small farms and small businesses which may afford them an adequate income. Many veterans utilized their adjusted service payments for this purpose. Many veterans have learned crafts such as pottery, rug weaving, bedspread weaving, basket making, wood carving, and cabinet making. The sale of these products from roadside stands near their homes has netted a fairly comfortable living for many veterans after their discharge from the Civilian Conservation Corps.

The problem of the veteran in the Civilian Conservation Corps is a special one and special efforts will continue to be made to solve this problem in keeping with the needs and interests of the veteran enrollees.



Interest in outdoor life in CCC camps leads many enrollees to study vocational agriculture in its various phases. Lower right: A soil conservation project.

tional staff have resulted in an integrated program and more effective, purposeful teaching.

In addition to the leisure-time instruction, technical service personnel in February 1938, gave 1,393,568 man-hours of job-training instruction to 157,250 enrollees comprising 7,799 instruction groups on the work project. By August of 1938, these figures had risen to 1,649,002 man-hours of instruction given to 169,791 enrollees in 8,541 instruction groups.

As of August 1938, there were 21,762 camp instructors giving leisure-time instruction; 1,427 of these were camp educational advisers, 1,306 assistants to the camp educational advisers; 2,828 Army officers; 9,277 technical personnel; 4,597 enrollees; 1,510 emergency education program teachers; 15 National Youth Administration teachers; 238 regular teachers; and 564 "others." The following table shows the number of leisure-time instructors and subjects per company as of

February 1938 and August 1938:

Item	Number of instructors per company		Number of subjects per instructor		Number of subjects per company	
	February 1938	August 1938	February 1938	August 1938	February 1938	August 1938
Educational advisers.....	1.0	0.95	5.0	4.3	4.9	4.06
Assistant educational advisers.....	.9	.87	2.2	2.2	2.0	1.9
Military staff.....	2.0	1.88	1.5	1.4	2.8	2.7
Technical staff.....	6.8	6.17	1.2	1.3	8.3	8.0
Enrollees.....	2.9	3.06	1.1	1.1	3.2	3.5
E. E. P. teachers.....	.9	1.00	3.1	3.0	2.9	3.0
N. Y. A. teachers.....	.1	.09	1.7	1.6	.1	.16
Regular teachers.....	.9	.16	1.3	1.5	1.1	.24
Others.....	.6	.37	1.4	1.3	.8	.49
					February 1938	August 1938
Total number of instructors per company.....					16	14.4
Total number of subjects per instructor.....					1.7	1.6



# Negro Education

Thousands of Negro youth have received educational opportunities in the Civilian Conservation Corps since its inception in March 1933. Negro enrollment in the camps usually averages between 9 and 10 percent of the total enrollment.

Negroes enrolling in the corps are in great need of educational and occupational training. For the most part, they come from underprivileged homes and communities which offer few opportunities. According to a recent survey of the Office of Education, 7.6 percent of the Negro enrollees are illiterate at the time they enter camp, and 53.7 percent are on the elementary-school level. The average age of these young men is nearly 19, which fact indicates the extent to which their educational preparation has been retarded. About 33.5 percent of the Negro enrollees are on the high-school level, and 5.2 percent have either completed high school or entered college. The majority of these young men have never had systematic vocational training or occupational guidance.

## Must Understand Problems

In the successful operation of a plan of individualized education, it is essential that the advisory personnel be of the highest caliber. Negro advisers are chosen on the basis of their training, experience, and sympathetic understanding of Negro problems. Every Negro adviser has a bachelor's degree, and 13.2 percent have the master's. Seventy percent of this group have had previous teaching or school administrative experience.

The elimination of illiteracy has been one of the major objectives of the camp educational

program. Illiteracy among Negro enrollees has been almost three times as great as among the white enrollees. Over 90 percent of the illiterate Negro enrollees are regularly enrolled in organized literacy training. Literacy training for Negro enrollees is based largely on an individualized approach.

Deficiencies in common-school subjects constitute another grave problem of Negro CCC members. As previously indicated, 53 percent of the entire Negro enrollment are found on the elementary level although the average age is only 19. More than 52 percent of Negro enrollees on the elementary level were pursuing elementary-school courses during January 1938, as compared with 40 percent of the total CCC enrollment on this level who were taking elementary-school subjects.

## Occupational Needs

Vocational courses have been widely organized in the camps to meet the occupational needs of Negro enrollees. Courses in cooking, table-waiting, mess management, shoe repairing, barbering, laundering, tailoring, and store management are among the occupational subjects most frequently taken.

Every Negro camp adviser is confronted with the task of helping his enrollees locate satisfactory employment. In general, this problem is the same as those in white camps. However, certain problems are found to an intense degree among Negro enrollees. Their extensive common-school deficiencies and lack of vocational training are real handicaps. Furthermore, relative wage scales tend to render continuation as a CCC enrollee attractive to the Negro member of the CCC.

The Civilian Conservation Corps is in a position to render invaluable service to thousands of Negro youth each year, supplying

the type of preparation and experience which modern times will demand of them. Toward achieving the maximum service in this respect, the educational program in each camp will continue to strive.

## Use of Visual Aids

Probably no school unit has progressed further in the use of visual aids in a similar length of time than has the Civilian Conservation Corps. Beginning in 1933, the corps soon began to adopt the use of charts, maps, specimens, models, and motion-picture projectors.

Today each corps area has a central film library which makes available to all the camps a large assortment of sound and silent motion-picture films and film strips. In a number of instances, explanatory material for the use of the instructor is furnished with the films and film strips. This material points out the teachable content and suggests best practices of presentation.

Entertainment films reach most of the camps. One corps area distributes these films through its film library and attempts to develop an appreciation of high-type films by means of a careful selection of subjects.

## Film Strips Produced

The film strip is being used extensively in class work to illustrate subject matter and bring out details. Complicated diagrams, maps, and still scenes, such as one of the Grand Canyon, are admirably presented to small groups by this visual aid. The motion picture is used in company and class groups to illustrate motions, reproduce sounds, and show in summary fashion a complete process, such as the manufacture of steel rail from ore pit to the finished product. Enrollee groups in a number of camps have already produced film strips and motion pictures for their own use.

## Other Equipment

In addition to the film and film strips, camp advisers have introduced the use of lantern slide machines and opaque projectors. They have also stressed the use of wall maps, posters, charts and blackboards; have recommended and supervised the purchase of globes, various types of models in the fields of biology and mechanics; and have helped instructors and enrollees to build up botanical, zoological, and mineralogical collections. Each of these types of visual aids has been relied upon considerably in the CCC and has produced excellent results in creating and maintaining the interest of enrollees, many of whom could not perhaps have been attracted to instruction groups by any other means.

**Achievement of reading ability gives new meaning to the printed page. There are approximately 30,000 Negroes enrolled in CCC educational classes.**







The average CCC camp now has a permanent library containing more than 1,000 volumes.

## Library Facilities

Library and general reading facilities in the camps have been constantly expanded during the 5 years since the inauguration of the Civilian Conservation Corps. Accessions have been made by centralized and local purchase and by donations. Reading rooms have been improved and increased in size. Each camp now has a comfortable, well lighted, and attractive reading room. The library and reading needs of the enrollees in the camps are met by the provision of books, magazines, and newspapers.

The books of the camp library are divided into two classifications: Permanent library and traveling library. The permanent library remains in the camp and consists of fiction, biography, reference books, technical books, pamphlets, and the like. The average camp permanent library now contains more than 1,000 volumes. The CCC traveling library consists of 100 volumes of modern fiction and biography, along with many other books of current interest. This library is circulated among the camps of a district or corps area on a regularly scheduled basis. The most

commonly used schedule permits a traveling library to be retained 60 days in each camp.

A total of 51 magazines is furnished each camp by centralized purchase.

Newspapers are purchased by the individual camps from funds available to them. Generally, from five to eight daily papers from cities and towns to which the enrollees of the camp are native are on the lists. Frequently, small-town weeklies are subscribed to also.

In addition to the facilities provided in each camp, small loan libraries are sometimes established at district or corps area headquarters. Borrowing privileges are frequently extended to the enrollees by adjacent public and school libraries.

Constant effort is being made to expand and amplify the camp libraries to the end that they may increasingly serve the needs and interests of the enrollees.

## Awarding of Certificates

Through the cooperation of local public schools, State departments of education, and colleges and universities, arrangements have been made in many camps for the carrying on of work leading to the awarding of eighth grade diplomas, high-school diplomas, and college degrees to enrollees in the corps. Often the work is carried on in camp by qualified teachers of courses meeting the prescribed standards of the cooperating State department or school. When the necessary class work has been completed, the enrollee is required to sustain satisfactorily an examination set by the cooperating agency. The diplomas are then granted by the State department or local school. In many other instances enrollees from the camps attend classes held in nearby local schools or colleges for which credit is given.

Leisure-time activities include many talented musical groups.



During the fiscal year 1937-38, 3,517 men received elementary school certificates or diplomas, 634 received high-school diplomas and 13 were awarded college degrees as the result of work carried on while in camp or in schools and colleges acting in cooperation with the camps.

Three types of special certificates are granted in the camps. The unit certificate is granted to the enrollee upon the satisfactory completion of one quarter of work in a single subject. The educational certificate is granted upon the satisfactory completion of 12 quarterly unit courses selected on a planned basis with the approval of the camp educational committee. The enrollee must also sustain satisfactory comprehensive oral and written examination before the certificate can be granted. The proficiency certificate is granted to the enrollee who demonstrates satisfactory skill in certain special jobs in accordance with pre-

scribed standards. The granting of the proficiency certificate must receive the prior approval of the appropriate district headquarters.

## Research in CCC Education

American graduate schools are taking an increasing interest in CCC education. Six doctoral dissertations and 22 master's theses have been completed in this field. These studies by graduate students analyze various phases of the educational work carried on in the camps, marshal detailed findings and offer concise recommendations. The 28 completed studies were made in graduate schools located in 17 States distributed throughout the 9 corps

areas. Three of the studies concerned the educational program of a particular corps area, three were devoted to guidance features of camp education, one concerned vocational education, and the remainder treated the educational programs of one State or district.

In addition to independent studies made by graduate students, four universities, Boston, Columbia, Ohio State, and the University of Washington, united their efforts in preparing a study of the guidance and recreational phases of CCC camp education, which appeared as Office of Education Bulletin 1937, No. 19, entitled "CCC Camp Education: Guidance and Recreational Phases."

The interest of graduate students and graduate schools in CCC education is most heartening, and the findings and constructive suggestions coming from this source are of much help to the program.

One of the three types of certificates awarded CCC enrollees for educational achievement.

Educational Certificate No. 98049

### CIVILIAN CONSERVATION CORPS

Educational



Certificate

*This Certificate has been Awarded to:*

(Name)

(Home address)

*Upon honorable completion of the number of hours of instruction shown in the following subjects:* \_\_\_\_\_

*This award is made at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 193\_\_\_\_\_ by the officials of Company \_\_\_\_\_*

Project Superintendent.

Company Commander.

Camp Educational Adviser.

U. S. GOVERNMENT PRINTING OFFICE 6-9672



# EDUCATORS' BULLETIN BOARD



## New Books and Pamphlets

### School Programs

The Curtain Rises, Plays to Produce. A collection of nonroyalty plays with complete production notes on staging, directing, and acting, designed especially for high school and amateur dramatic groups. By Robert W. Masters and Lillian Decker Masters. Boston, D. C. Heath & Co., 1938. 362 p. illus. \$1.80.

Describes the methods found most effective in the authors' experience in school dramatics.

Creative Ways for Children's Programs. By Josephine Murray and Effie G. Bathurst. New York, Silver Burdett Co., 1938. 396 p. illus. \$2.40

Discusses the materials and techniques which are being used in progressive schools to help children build creative programs. A pictorial summary and many references are included.

### Libraries

A. L. A. Catalog 1932-36. Edited by Marion Horton. Chicago, American Library Association, 1938. 357 p. \$5.

An annotated list of approximately 4,000 titles published during the 5-year period of 1932-36. The books were selected by the editor after tentative lists had been checked by experts in each field.

Who Uses the Public Library. By William Converse Haygood. Chicago, University of Chicago Press, 1938. 137 p. \$2.

The author presents in familiar terms for lay readers the results of a statistical survey made by the New York Public Library in January of 1936.

### 1938-39 Debate Material

British American Alliance, edited by E. C. Buehler. New York City, Noble and Noble, Publishers, Inc., 1938. 389 p. (Annual Debater's Help Book, Vol. 5.) \$2.

Anglo-American Agreement. New York, The H. W. Wilson Co., 1938. \$1.25. (The Reference Shelf, Vol. 12, no. 1.)

Both books are devoted to the National University Extension Association debate topic for 1938-39.

### Visual Education

Catalogue of Visual Aids for Classroom Use. Sound films, silent films, lantern slides, exhibits. Iowa City, Ia., The University, 1938. 58 p. illus. (University of Iowa Extension Bulletin, no. 443.)

A descriptive list of lantern slides and motion picture films intended for systematic use in the classroom.

### Book Selection

The Text Book Guide, 1938-1939. New York, Baker and Taylor Co., 1938. 152 p. 25 cents.

A descriptive guide to school and college textbooks to assist the buyer in selection.

Books recommended for Rural and Urban School Libraries, by the Nebraska State Reading Circle, a department of the Nebraska State Teachers Association. Lincoln, Nebr., The Nebraska State Reading Circle, 1938. 34 p.

Books are classified into three groups—Primary, Intermediate, and Upper Grades. Each book is further rated as being easy, average, or difficult within its group.

### Safety Education

Instructional Units on Efficiency of Movement in Traffic and Automobile Operation. Issued by Iowa Department of Public Instruction. Prepared by Teacher Training Class, Iowa State Teachers College. Des Moines, Printed by Iowa Motor Vehicle Department, 1938. 118 p. illus.

Units developed for high schools for use with Sportsman-like Driving Series, tests and references included.

### Parent-Teacher Associations

Parent-Teacher Activities at Lincoln School, by Edith Rossbach. New York, Bureau of Publications, Teachers College, Columbia University, 1938. 41 p. 50 cents.

A history of the Lincoln School Association, a pioneer in many activities, which will be of interest to other Parent-teacher associations.

### School Transportation

School Transportation, by Asael C. Lambert. Stanford University, Calif., Stanford University Press, 1938. 124 p. \$3.

A study of school transportation, of value to school officials and students of school administration.

SUSAN O. FUTTERER



## Recent Theses

A list of the most recently received doctors' and masters' theses in education, which may be borrowed from the library of the Office of Education on interlibrary loan.

ATKINSON, CARROLL. Education by radio in American schools. Doctor's, 1938. George Peabody College for Teachers. 126 p.

CANTY, LAURA M. Twenty-five case studies of outstanding successes and failures in French classes. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 62 p. ms.

CHAPMAN, FLORENCE J. Use of biography in junior high school American history. Master's, 1935. New Jersey State Teachers College, Upper Montclair. 81 p. ms.

COWSILL, CATHERINE M. Survey of educational facilities for physically handicapped children in the public schools of the District of Columbia. Master's, 1937. George Washington University. 63 p. ms.

GASSERT, M. ELIZABETH. Study of the characteristics of individuals with strong, pleasing personalities. Master's, 1936. Pennsylvania State College. 63 p. ms.

GORBEL, LUTHER L. Church-State relationships in education in North Carolina since 1776. Doctor's, 1934. Yale University. 251 p.

HILDRETH, GLENN W. The graduate-patron and his school: a study of the attitudes toward the public school held by the graduates of Fremont, Nebr., senior high school of the odd year classes 1913 to 1931, inclusive. Doctor's, 1935. University of Nebraska. 124 p. ms.

KEPHART, EDWIN G. Legal vocabulary for school administrators. Master's, 1937. Pennsylvania State College. 51 p. ms.

KETCHAM, M. KATHLEEN. Functional analysis of supervision: the application of scientific procedure to a program of supervision over a 3-year period in grades 1 through 6 in the five elementary schools of a city in western New York. Master's, 1938. Syracuse University. 157 p. ms.

KING, BETTINA. A method of discovering interests and experiences of junior high school pupils as a basis for informational problem solving units in arithmetic. Master's, 1938. Boston University. 212 p. ms.

LAMBERT, ASAEEL C. School transportation. Doctor's, 1936. Stanford University. 124 p.

PAYSON, VERNA M. Analysis of the teaching of consumer education in vocational homemaking schools of Massachusetts. Master's, 1938. Boston University. 122 p. ms.

PRICE, RAY A. The use of activities in social studies: a critical study of the effectiveness of 52-pupil activities as judged by teachers and students. Doctor's, 1938. Harvard University. 306 p. ms.

PURVIS, ALBERT W. An analysis of the abilities of different intelligence levels of secondary school pupils. Doctor's, 1938. Harvard University. 596 p. ms.

RICH, MATEEL. An attempt to predict scholastic achievement. Master's, 1938. University of Kansas. 52 p. ms.

RIDDLE, JOHN I. The 6-year rural high school: a comparative study of small and large units in Alabama. Doctor's, 1937. Teachers College, Columbia University. 101 p.

RIED, HAROLD O. Cooperative institutional in-service training for teachers: an experimental investigation with selected Nebraska secondary school teachers. Doctor's, 1938. University of Nebraska. 158 p. ms.

SCHLEGEL, ALBERT G. W. An experiment to determine the relative effectiveness of two different types of supplementary reading materials in the intermediate grades. Doctor's, 1935. Pennsylvania State College. 42 p.

SELLERS, JOHN M. Taxation and support of education in Indiana. Doctor's, 1937. University of Chicago. 151 p.

STEIN, PAULINE K. An evaluation of the Louisville course of study in chemistry in relation to the educational and vocational interests of girls as discovered among pupils of the Louisville public schools from September 1935 to February 1937. Master's, 1937. University of Louisville. 117 p. ms.

TISINGER, RICHARD M. A uniform system of cost accounting of school transportation. Doctor's, 1938. Cornell University. 201 p. ms.

TORREGROSA, FELICIO M. Study of certain phases of physical education for boys in the public high schools of Puerto Rico. Master's, 1938. Syracuse University. 77 p. ms.

VAN SCOY, WILLIAM B. The social, professional, and economic status of the elementary teacher in West Virginia. Master's, 1934. West Virginia University. 102 p. ms.

WEITZEL, HENRY I. Curriculum classification of junior college students. Doctor's, 1933. University of Southern California. 526 p. ms.

WHITNEY, BITHIA J. Causative factors in the maladjustment of children. Master's, 1937. Syracuse University. 181 p. ms.

RUTH A. GRAY



# Education for Peace

by Norman H. Davis, Chairman, American Red Cross

★★★ A queer thing happened once in a little Belgian town soon after the Great War. It was a smoky little place, and had been left so desolate by bombs and cannon that the only game its children knew how to play was to slide down a slag heap on a piece of wood. Not an exciting pastime, even by childish standards.

But soon even this was taken away. A high board fence went up around the slag heap. Most mysterious hammering noises came from behind the fence; crates and boxes were brought to its door and vanished within, and from somewhere beyond the barricade came a delightful smell of varnish and fresh paint.

## *A Magic City*

At last, when the children had reached the very bursting point with curiosity and suspense, down came the fence, and behold, a magic city! There were chair swings and sand boxes for little children; baseball, tennis, and volleyball courts for bigger boys and girls, and, best of all, there were trained playground directors to teach the youngsters to play.

A network of similar playgrounds spread across Europe. The old gray battlements of Paris, which have resounded to many a battle cry in days gone by, now echoed to shrill cries of "Slide, keed, slide!" as a French boy stole a base in a real game of baseball.

The European boys, who had almost forgotten how to hold any kind of ball, took to baseball quite naturally, and their sisters found plenty of exercise and amusement in basketball, gymnasium, and sewing classes. France is a nation of farmers, and soon farm schools were flourishing where boys were taught scientific farming. In Italy schools were assisted where girls were taught to farm and cook and sew.

Orphans' homes, children's libraries and playgrounds sprang up in Italy, sewing schools in Belgium, sanitariums and industrial schools in Rumania, vocational schools in Albania, schools in Bulgaria, and Latvia and Finland; all of these institutions, along with millions of gifts, were miracles to children who had forgotten there was anything beautiful in life. "Where are all these things coming from?" they were asking everywhere, and the answer was: "From American school children."

"But how can children do so much?" was a natural question that followed. The American Junior Red Cross was the answer.

## *An International Conference*

A few weeks ago I was in London attending the Sixteenth International Red Cross Conference. Responsible representatives of some 50 countries met around the council tables to

discuss such questions as more humane treatment of prisoners of war, the establishment of neutral zones for noncombatants, the protection of women and children against suffering resulting from armed conflict. This, however, was a remarkable thing:

While we sat talking, armed forces of some countries represented in that group were marching against each other. But under the Red Cross flag, those of us attending that conference had only one purpose before us—to relieve human suffering, and to do what we could to heal the breaks that existed between nations of different faiths, creeds, and colors.

Such a demonstration of international ability to discuss irritating differences dispassionately is proof enough that some degree of sanity remains in the make-up of belligerent mankind. Why is it that so many efforts toward international conciliation have apparently failed since 1918? We believed very firmly, when smoke had cleared away, that off those battlefields came ideas for perpetual peace, that international bodies would settle vexing problems and navies could be scrapped. But we learned quickly enough that although sons and fathers and homes and churches were gone, we had nothing of value in return. Today it looks as though childlike humanity has forgotten how its fingers were burned. We are playing with fire again.

## *Efforts for Peace*

Why are efforts to preserve peace among men ending in obvious futility? Why are men once more facing each other across frontiers bristling with guns, ready to spring into action at the slightest provocation? Could it be that world education is at fault, or at least in large measure to blame?

Quite possibly it is.

Those same French and Italian and Bulgarian and Austrian children who learned to yell "Slide, keed, slide!" while playing with American baseballs 18 years ago are the young men now ready to spring out of opposing trenches today. They've grown up and now control the destinies of nations by their bodily power coupled with mechanical instruments of destruction. They spent their young days in schools—some of them built with American money—yet it seems that one thing they failed to absorb, along with mathematics, spelling, and their respective national grammars, was the spirit of humility and concern for others implied in the motto of the Junior Red Cross: *I Serve*.

But perhaps I am not placing the blame on the right generation. It is the fathers of these young soldiers who are sitting in legislative halls and at the wheels of ships of state; so

we must admit that those boys, most of them, are in dugouts and trenches now through no fault of their own, motivated by no personal thirst for blood or destruction.

Theirs was not the privilege of deciding their own fate. There were few opportunities for them to apply the principles motivating the Junior Red Cross.

And so we met in London, Red Cross delegates accredited by the governments of 50 civilized nations, to find that the most important items on the conference agenda were not those concerned with nursing services for backward communities or the chasing of death from our highways; rather, we spent much time discussing plans for evacuating refugees from war zones, planes for transporting war-wounded, the relief of starving mothers and children.

How are we to change all this?

## *A Common Goal*

Granting that, as Wordsworth claimed, the child is father to the man, we must also grant this: That the shaping of the future lies, not with fathers and mothers and counselors of youth, but in the hands of those very boys and girls we father and teach.

"I confess," said Sir Philip Gibbs in 1920, "that when I look around the world and see the misery in so many peoples, the hatreds and jealousies between nations, the lack of any kind of charity in international relations, I am often tempted to despair of human progress . . . but through such organizations as the Junior Red Cross we must entertain hope and work for good results."

For many years I have been interested in the relationships between large and small nations of this complex world. At the same time I have seen enough of the average man—whether he be an American, Parisian, German, Londoner—to know that at the base of all his wants lies the wish for peace and contentment, a home to which he may retire surrounded by love and trust, a calm, serene passing through this life with time for both his work and his play. Our very natures from childhood lead us toward such desires. Why cannot we inject the best that is in us as individuals into our relationships with each other as nations, rather than letting mob lust rule?

Sir Philip Gibbs still believes that one of the greatest hopes for permanent international peace comes from those Junior Red Cross boys and girls, as well as the other youthful millions throughout the world now engaged in learning anything from spelling to mastering the intricacies of specialized economics. I agree with him that the task facing us all, teachers, preachers, statesmen, molders of

public opinion and leaders of our national thinking, is to instill in the youth of our lands and all other lands the sincere desire for truth and justice in international dealings just as we expect it in our dealings with one another.

Walt Whitman, seeking to explain his "Leaves of Grass" to a dubious public in 1855, in that forceful way of his declared that: "Men and women and the earth and all upon it are simply to be taken as they are, and the investigation of their past and future shall be unintermitted and shall be done with perfect candor."

## State Laws Requiring

# Teaching of Citizenship in the Schools

by Ward W. Keesecker, Specialist in School Legislation

According to Woodrow Wilson, "No more vital truth was ever uttered than that freedom and free institutions cannot long be maintained by any people who do not understand the nature of their own government"

★★★ It has often been expressed in various ways that those things which are deemed desirable in the future life of a nation should be taught in its schools. This idea has been generally approved and practiced as a fundamental principle in public education throughout the world. The public schools in the United States have long emphasized the importance of having future citizens trained in the principles of health, honesty, morality, respect for law, and in the ideals and principles of American democracy. These things have been regarded among the essential elements of an education for American life, and they have been deemed desirable to the future life of the Nation.

The laws of the commonwealths of this Union point unmistakably to the conclusion that the American people and their respective State legislators have had an abiding faith in the merits of constitutional democracy and that they have sought to perpetuate the ideals and principles of that form of government in this country. The legislative enactments of practically all of the States expressly require the teaching of American government, especially the Constitution of the United States, and a majority of them make it the express duty of public-school teachers to give instruction concerning the nature, ideals, and principles of American democracy. (See accompanying table.)

As examples: A Florida statute requires that instruction on the Constitution "include a study and devotion to American institutions and ideals." Nevada has a similar

We are trying to do this on both a section and international scale in the Junior Red Cross. Through the League of Red Cross Societies, representing organizations in 61 countries, Junior Red Cross members are being introduced in schoolrooms through revealing correspondence; through the exchange of gifts sent with sincere desires for friendly results; and through the instigation of a natural curiosity to see and know the youth of other countries who have the same hopes and desires our own American children have.

May the time soon come when representatives of Red Cross societies of all countries shall gather around council tables, not to discuss preparedness plans for possible world conflict, but to confer and to compare notes on advancing campaigns for better health, safer homes, more abundant lives for all.

Those engaged in molding the minds of American youth can be of inestimable help in bringing this day about. I am sure we are all working toward such a common goal. Let us not forget that there is much work to be done.

statute. Mississippi requires instruction on "duties and obligations of citizenship, patriotism, Americanism, and respect and obedience to law." Montana requires instruction in patriotism, principles of free government, true comprehension of rights, duties, and dignity of American citizenship. A North Carolina statute requires instruction in Americanism which shall include respect for law and order, character and ideals of the founders of our country and the duties of good citizenship. The legislature of Oklahoma has declared that "the instilling . . . of an understanding of the United States and a love of country and devotion to the principles of American government shall be the primary object of . . . instruction" in American history.

In recent years there has been a tendency to emphasize the rights—especially academic rights—of teachers without attaching adequate significance to their corresponding duties. Public teachers are public servants and, along with their rights, they have certain important duties to perform.

For example, a teacher of English is ex-

pected to teach the generally approved and accepted methods of English expression; and under the government of the American commonwealths it is difficult to support the claim that academic freedom includes the right to advocate ideas which are contrary to our accepted and established system of government. Self-preservation is the first law of any government. Abraham Lincoln said: "No government proper ever had a provision in its organic law for its own termination." (For discussion of Rights and Duties of Academic Freedom, see The Journal of the National Education Association, November 1936, p. 238.)

From the character of the statutes, regulations, and courses of study in practically all of the States, concerning the teaching of American government, it is obvious that they were designed to inculcate not merely a knowledge of, but also respect for and devotion to those ideals and principles which have constituted the basis of American democracy. Thus the legislative and regulatory mandates among the several States clearly manifest and sanction the following philosophy (again quoting Lincoln):

"Let reverence for the law be breathed by every American mother to her lisping babe that prattles on her lap; let it be taught in the schools; in the seminaries; in colleges; let it be written in primers, spelling books, and almanacs; let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. And, in short, let it become the political religion of the Nation."

(Summary of State laws on next page)

★★★

"The Constitution of the United States of America," printed in a pocket-size edition, may be obtained at 5 cents each from the Superintendent of Documents, United States Government Printing Office, Washington, D. C. On orders for 100 copies or more, the Superintendent of Documents will allow a discount of 25 percent.



# A summary of State laws requiring the teaching of American government, history, and citizenship in public schools

State	Constitutional government		History		Duties of citizenship, etc.		Instruction required in ideals and principles of American democracy, patriotism, etc.	Express restrictions against teaching partisan or political views <sup>1</sup>
	United States Constitution	State Constitution	United States	State	Civil government	Duties of citizenship, etc.		
1	2	3	4	5	6	7	8	9
Ala.	X		X	X		X	Economics, American political history and government, institutions and ideals.	
Ariz.	X	X				X	Understanding of United States, love of country, and devotion to principles of American government shall be the primary object of instruction in American history.	
Ark.			X	X	X	X	American institutions and ideals.	X
Calif.	X		X	X		X	Study of town, State, and Federal Government.	X
Colo.	X	X				X	Instruction on Constitution must include a study and devotion to American institutions and ideals.	
Conn.	X	X				X	do.	
D. C.	X	X				X	"American patriotism and the principles of representative government as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois," shall be taught in all public schools of the State and in "all other" partially or wholly State-supported educational institutions of the State.	
Del.	X	X				X	History, political, and philosophical aspects of Federal and State Constitutions.	X
Fla.	X	X				X	Principles of American Government.	
Ga.	X	X	X	X	X	X	"Government and institutions of the United States."	
Idaho.	X	X				X	"American history and civil government shall be required for graduation from all grammar schools, both public and private."	
Ill.	X	X				X	(1) Civics required for graduation from public high schools. (2) "In all public, private, parochial, and denominational schools within the State . . . there shall be given regular courses of instruction in" State and Federal Constitutions, and in the history and present form of civil government of the United States and of Michigan and its political subdivisions and municipalities.	
Ind.	X	X	X		X		Declaration of Independence and United States Constitution required to be taught in the 8th grade and public high-school grades, "and in corresponding grades in all other schools within the State . . . and in the educational departments of State and municipal institutions."	
Iowa.	X	X	X	X	X	X	"Duties and obligations of citizenship, patriotism, Americanism, and respect and obedience to law."	X
Kans.	X	X	X	X	X	X	Patriotism, principles of free government, true comprehension of rights, duties, and dignity of American citizenship.	X
Ky.	X	X	X			X	All public and private schools shall give in proper grades in elementary and high schools American history and civil government, including a study of Federal and State Constitutions, as will give the pupils a thorough knowledge of the history of our country and its institutions and of our form of government.	X
La.	X	X	X			X	All public and private schools shall give "instruction in the essentials of the" Federal and State Constitutions, including the origin and history of the same, "and the study of and devotion to American institutions and ideals."	X
Maine.	X	X	X			X	"Community civics" in elementary grades; problems in American democracy in high schools.	
Md.	X	X	X	X	X	X		
Mass.	X	X	X	X	X	X		
Mich.	X	X	X	X	X	X		
Minn.	X							
Miss.			X	X	X	X		
Mo.	X	X						
Mont.			X	X		X		
Nebr.	X	X	X	X	X	X		
Nev.	X	X	X	X	X	X		
N. H.	X	X	X		X			
N. J.	X			X		X		
N. Mex.	X	X	X	X	X	X		
N. Y.	X	X	X	X	X	X		
N. C.	X	X	X	X	X	X		
N. Dak.	X	X	X	X	X	X		
Ohio.	X	X	X	X	X	X		
Okla.	X	X	X	X	X	X		
Oreg.	X		X		X			
Pa.	X		X	X		X		
R. I.	X	X	X	X				
S. C.	X	X	X	X				
S. Dak.	X	X	X	X	X	X		
Tenn.	X	X	X	X	X	X		
Tex.	X	X	X	X	X	X		
Utah.	X		X		X			
Vt.			X		X			
Va.	X		X	X		X		
Wash.	X	X	X			X		
W. Va.	X	X	X			X		
Wis.			X	X	X	X		
Wyo.	X	X			X	X		

<sup>1</sup> As a general rule teachers in public schools are without authority to teach partisan political views even in the absence of express statutory restrictions.

<sup>2</sup> Teachers are forbidden to make seditious utterances or to be members in organizations advocating acts of criminal syndicalism.

<sup>3</sup> The advocacy of "communism" is prohibited.

<sup>4</sup> State constitution requires "instruction upon the constitutional system of State and national government and the duties of citizenship."

<sup>5</sup> Textbooks must not "contain any matter or statements" which are "seditious in character, disloyal to United States, or favorable to the cause of any foreign country with which the United States" might be at war.

<sup>6</sup> "No textbook shall be used in our schools which speaks slightly of the founders of the republic, or of the men who preserved the union, or which belittles or undervalues their work."

<sup>7</sup> In order to be approved private schools must provide instruction in "principles of popular and representative government as enunciated in the State and United States Constitutions." High schools must include history and government of Rhode Island, State and United States Constitutions, and State and United States government.

<sup>8</sup> Teachers in public and private schools and colleges "shall not indulge in, give or permit . . . any instruction, propaganda, or activity in connection with such school . . . contrary to or subversive of the Constitution and laws of the United States or of the State of Vermont."

# Policies for American Education

by H. C. Hutchins, Assistant Secretary, Educational Policies Commission

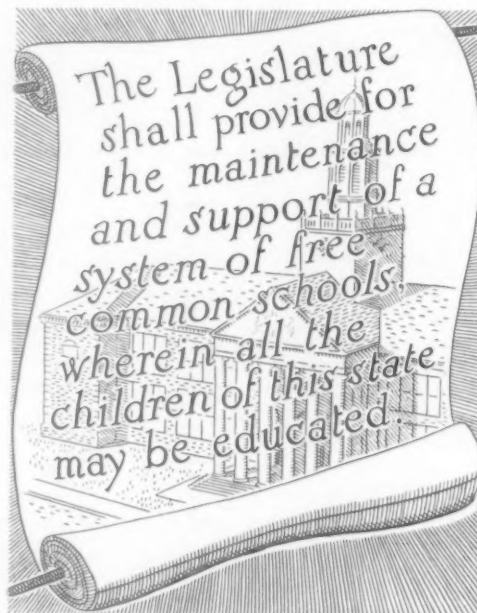
★★★ That the people of America believe in democracy as a way of life is unquestioned. That they understand and conduct themselves according to principles which tend to preserve the democratic tradition, is, however, less generally true. Public education acknowledges responsibility for perpetuating and transmitting to growing generations the ideals of the democratic form of government. Realizing that a changing society requires periodic reinterpretations of the nature of this responsibility, the educational profession looks to its leadership for guidance in adapting the school program to contemporary social needs.

Three years ago the National Education Association and American Association of School Administrators created an Educational Policies Commission to define guiding policies for the schools. Charged with the task of appraising existing conditions and bringing about desirable changes in the method and content of education, this commission has been active in stimulating long-term planning by the profession and general public. Chief among its contributions are three documents of a series on "Education in American Democracy." The first of these, published more than a year ago and widely publicized, is briefly reviewed here; the other two volumes, published during recent months, are reviewed in greater detail.

## *The Unique Function of Education in American Democracy*<sup>1</sup>

The commission declares that education has a unique function among the public services by virtue of the fact that it underlies and sustains other aspects of civilization. The professions, arts, sciences, and the processes of homemaking and of government are dependent upon education for successful execution. The nature of this service makes it imperative that education be accorded freedoms consonant with its important obligations to society.

Beginning with a description of educational development throughout the history of America and a delineation of attitudes toward the growth of the school as a public enterprise, the document portrays the inherent nature and obligations of public education today. "Wielding no weapons of sheer power, claiming no pomp and circumstance of State, education nourishes the underlying values upon which State and Society depend for their existence—values which outlast transformations in the working rules of government and economy, and offer promises of humane re-



construction in times of crisis and threatened dissolution." It must keep alive memories, kindle and feed the imagination, foster aspiration, cherish beauty, and encourage the use of knowledge and creative ability for ethical purposes. "On these considerations education has no monopoly, to be sure, but its intrinsic obligations fall within the broad field thus laid out."

Because of these responsibilities educational authorities insist on measures of law and other safeguards designed to ensure an autonomy in which they can best discharge their obligations. "Whether it is a question of budget making, the keeping of accounts, the selection of personnel, the purchase of supplies, or the design and construction of school buildings, the indubitable requirements of education call for fiscal and administrative distinctions fully adapted to the care and training of youth." And again, "the removal of educational administration some degree from periodical turnovers in regular legislative and executive offices is no accident . . . it is, at least in a large measure, the result of deliberate policy, adopted with reference to the broad purposes of education and defended on positive grounds."

## *The Structure and Administration of Education in American Democracy*

The administrative policy of a school system necessarily reflects the social function which it purports to discharge. Following the general pattern set forth in the *Unique Function of Education in American Democracy*, this document presents policies relative

to the structure of education and relationships of local, State, and Federal authorities which have a bearing on the equalization of educational opportunities.

Extension of the public-school program both above and below its present levels, as well as in terms of the variety of offering, is sound educational policy. Basing their recommendations on needs that are not adequately met by the traditional program, the commission advocates a tripartite division of the school system. These might include nursery school, kindergarten, and the first six grades as a first unit, a 4-year program of continued general education as a second unit, and a final 4-year program of secondary education differentiated according to the outlook of the students enrolled. For youth in secondary schools it is proposed "that those opportunities which have often been called vocational should be made equally available to those who are to continue their general education and to those who may enter terminal courses leading to a particular and limited vocation."

The fact that education is a State function delegated to local boards for administration clearly distinguishes the educational function from the public services rendered by municipalities. However, "general municipal officers tend to forget that they have no inherent power over education and that without legislative sanction they have no more right of control over schools than school boards have over cities." Full responsibility of the State is not discharged in delegating obligations to local boards of education. The legislature determines the general content of the school program and renders financial assistance to the communities; State school authorities certify teachers, establish standards of good practice with regard to school programs, buildings and equipment and fiscal procedures, conduct research, and enforce the mandates of the legislature. In short, the State discharges its proper function by outlining a broad minimum program for local school systems and encouraging communities to exceed this minimum wherever possible.

Although the several States carry the major responsibilities of public education, the Federal Government has a stake in the provision of good schools. Because incomes derived in one State are frequently taxed in another, and because of internal migrations of the population, it is manifest that "the economic and social development of every section of the country is dependent upon the provision made for education in each of the several States."

"Any church group has the right to organize schools in which its particular doctrine is taught, provided only that since these schools

(Concluded on page 118)

<sup>1</sup> See *Education in American Democracy*, SCHOOL LIFE 22: 7, March 1937; pp. 198-9.



# Why Students Leave College

by John H. McNeely, Specialist in Higher Education

★★★ Of vital concern to higher education in the United States is why students leave college prior to graduation.

The premature withdrawal of the students generally results in financial waste not only to the universities and colleges which they leave, but also to the students. Several other questions affecting the efficiency of the administration of the institutions are involved. Should the students have been admitted in the first place? Do the educational programs including the methods of instruction lack the essential appeal so that students lose interest and leave the institutions? Are the collegiate environmental conditions such as to make adjustment too difficult for them? The discovery of the particular causes responsible for the students dropping out of college throws light on these problems.

## Checking Causes

Through a study on college student mortality<sup>1</sup> recently conducted by the Office of Education in cooperation with 24 universities scattered throughout the country, an effort was made to collect information on the reasons why students left these institutions along with other factual data concerning this general subject. The plan of the study consisted of checking as far as possible the causes responsible for withdrawals of 9,305 students from the institutions between 1930-31 and 1934-35, inclusive. Of this total 6,652 were men and 2,653 women students. The universities included 14 under public control and 10 under private control. Students leaving the publicly controlled universities numbered 5,872 and the privately controlled 3,433.

## Most Common Causes

Many causes were found for students leaving the universities, some of which were intangible in character. The most common causes were dismissal for failure in academic work, financial difficulties, lack of interest, and death or sickness. In addition were various miscellaneous causes, such as dismissal for disciplinary reasons, student needed at home, student obtained job, student transferred to some other institution, student's family moved from community in which university is located, marriage, indulgence in too many extra-curricular activities, inadequate high-school preparation, inability to

concentrate on work, failure to coordinate efforts, and the like.

One of the unexpected findings of the study was the large number of students leaving for unknown causes and concerning whom the universities possessed no knowledge as to why they left the institution. This was due partially to the fact that many students left at the end of one academic year and failed to return at the opening of the following fall term without notifying the universities as to their reasons for not returning. Another difficulty was that the student and personnel records of some of the universities made no provision for recording the causes of student withdrawals.

## Unknown Causes Highest

Of the 9,305 students, the results of the study showed that 18.4 percent left the universities because of dismissal for failure in academic work, 12.4 percent because of financial difficulties, 6.1 percent because of lack of interest, 4.0 percent because of sickness or death, 14.1 percent because of various miscellaneous causes, and 45.0 percent because of unknown causes. One of the striking disclosures was that a larger proportion of the students left the universities as a result of dismissal for failure in academic work than for any other known cause. About one out of every six students was dismissed for such reason. This would tend to indicate that the withdrawal of many of the students was compulsory rather than voluntary.

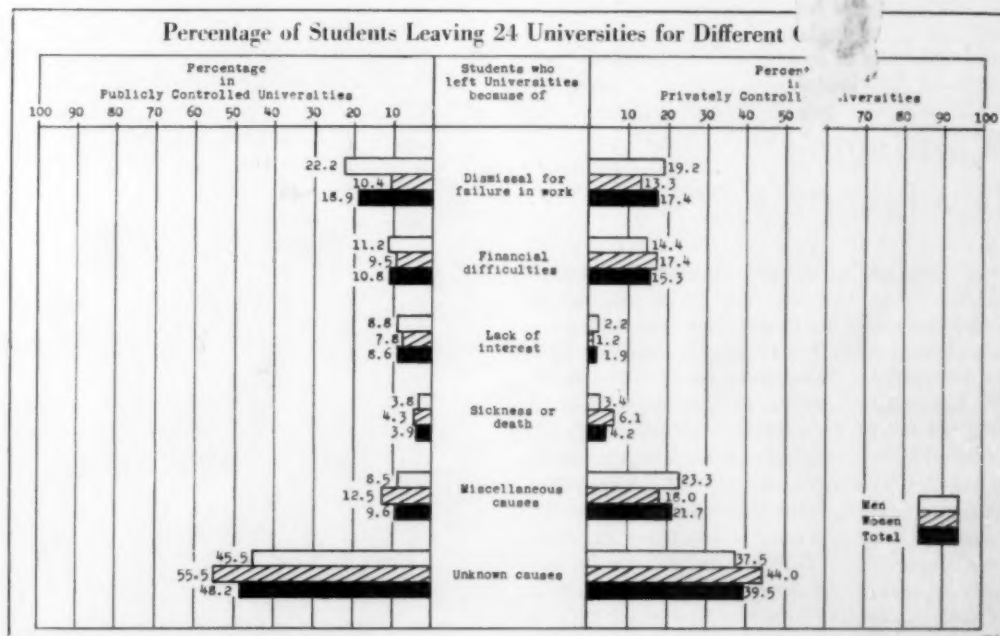
Significant information on other aspects of the subject are of special interest. One relates to the causes of students leaving the publicly controlled as compared with the privately controlled universities. Another concerns the differences in the cause of men and women students leaving the institutions. In the accompanying chart are presented graphically these differences on a percentage basis.

## Dismissed for Failures

The percentage of students dismissed for failure in academic work in the publicly controlled universities exceeded that for the privately controlled universities. About one of every five students left the former institutions due to this cause in contrast with one of every six for the latter. In the publicly controlled universities a higher percentage of men students were dismissed for failure in academic work than in the privately controlled. On the other hand, the privately controlled universities had a higher percentage of women students leaving on this account than the publicly controlled.

## Financial Difficulties

Financial difficulties caused larger proportions of students regardless of sex to leave the privately controlled than the publicly controlled universities. In the case of women students the percentage leaving privately controlled universities was especially high, being almost twice that of the publicly controlled universities. Responsibility for this



<sup>1</sup> McNeely, John H. College Student Mortality. United States Department of the Interior, Office of Education Bulletin 1937, No. 11, Washington, United States Government Printing Office.

situation probably may be traced to the fact that the expenses of attending publicly controlled universities were relatively low while higher tuition rates in general prevailed at the privately controlled institutions.

#### **Lack of Interest**

Lack of interest was responsible<sup>7</sup> for a greater percentage of students of both sexes leaving the publicly controlled than the privately controlled universities. The excess was approximately 6.7 percent. A far larger proportion of students regardless of sex left the privately controlled than the publicly controlled universities for miscellaneous causes. The privately controlled universities apparently possessed greater knowledge of why their students left, since higher percentages of students leaving for unknown causes were found in the case of the publicly controlled universities.

#### **Interesting Discovery**

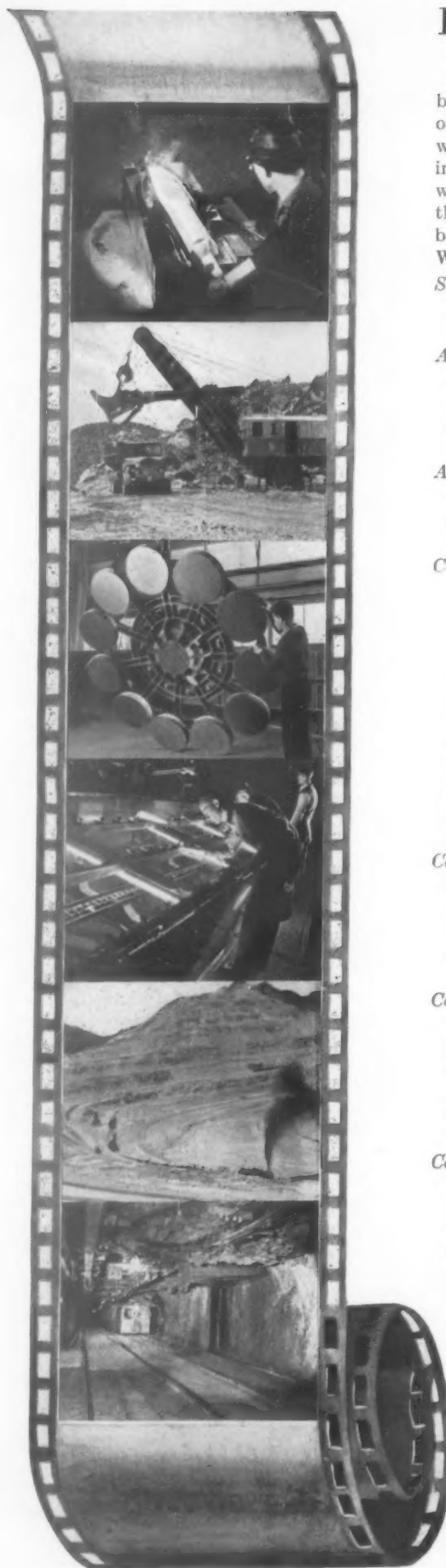
In the study separate data were collected on the causes for students leaving the several professional colleges or schools conducted by the universities. An interesting discovery was that the percentage of law students dismissed for failure in academic work was more than twice that of arts and sciences students. Conversely, the percentage of law students leaving because of financial difficulties was from approximately one-third to one-half less than that of students in other colleges or schools, such as arts and sciences, agriculture, education, home economics, or commerce and business. A larger proportion of home economics students than other types left because they were needed at home, the most plausible explanation being that all of them were women students.



## **Washington Headquarters**

Reorganization of the American Association of Junior Colleges, now in its nineteenth year, has just been effected, according to recent announcement by the Association.

The reorganization provides for a national headquarters which was opened September 1, 1938, at 744 Jackson Place, Washington, D. C. Walter Crosby Eells has accepted appointment as the first executive secretary of the reorganized Association. Dr. Eells for the past 10 years has been professor of education at Stanford University. For the past 3 years he has been on leave of absence to act as coordinator of the Cooperative Study of Secondary School Standards at Washington.



## **Bureau of Mines Films**

Seven new silent motion-picture films have been added to the film library of the Bureau of Mines, now consisting of about 4,000 reels, which are used extensively by educational institutions. The films, in either 16- or 35-mm width, may be borrowed free of cost, excepting that for transportation. Applications should be sent to the United States Bureau of Mines, Washington, D. C.

*Safety Glass*—a 2-reel film portraying the manufacture of safety glass and its role in the prevention of accidents and injuries.

*Aluminum: Mine to Metal*—a 2-reel film showing the mining and preparation of bauxite ore, the making of alumina, and the conversion of alumina by electrolysis into the pure white metal aluminum.

*Aluminum: Fabricating Processes*—a 2-reel picture showing the manufacture of sheets, bars, wire, cables, and the many and varied shapes used in industry and the home.

*Copper Mining in Arizona*—a 3-reel film showing open-pit mining methods at Morenci, Ajo, and Jerome, and underground mining at Bisbee. The open-pit methods depicted include diamond drilling, air drilling and blasting, removal of waste, churn drilling and blasting, and transportation of ore. Underground methods include tunnel driving, sinking winches and shafts with a rotary drill, scraping ore into chutes, transportation to ore pockets at the shaft, hoisting to the surface, and transportation to the smelter.

*Copper Leading and Concentration*—a 1-reel film illustrating operations in the preparation of copper ore for the smelter. Crushers, ball mills, belt conveyors, classifiers, and the operation of flotation cells are graphically shown.

*Copper Smelting*—a 1-reel film showing the conversion of ore and concentrates into metallic copper, including scenes depicting crushing, roasting, smelting in reverberatory furnaces, removal of impurities in converters and anode furnaces, and casting of the metal into anodes.

*Copper Refining*—a 1-reel film showing the conversion of anodes into chemically pure copper by the electrolytic process in a large refinery that treats 8,000 tons of anodes each month.



**A COMPLETE LIST of the Bureau's films may be obtained upon request to Bureau of Mines, United States Department of the Interior, Washington, D. C.**



## "Wings for the Martins"

### *The Story So Far*

★★★ "That's my rock collection, in that bag. It's valuable. . . I hate school. They can't get me to go back there any more . . . poetry and grammar and all about the Pilgrims . . . I . . . of course I'll visit my family sometime . . . when I get to be a geologist . . . but I must start on now, Mr. North. Thank you for the breakfast, Mrs. North."

Thus Jimmy Martin at the age of 12 tries his wings and shows that he considers the business of knowing more about rocks so important that he must leave school and home and devote himself entirely to it at once.

Is something wrong with Jimmy's school that he thinks he must leave it to pursue an impelling interest? Have Mr. and Mrs. Martin made mistakes, that a boy so young should run away from home? As a matter of fact, Jimmy's school is a good school and Jimmy's parents are like any other parents who go about the more pressing duties of life, leaving to the teachers this perplexing matter of "education" save when emergencies such as this one call them into action.

The crux of the situation is that red-haired, freckled Jimmy, generous and honest, is more than just a being to be educated. He is a lively, growing boy. His interests and disposition are different from those of the other children with whom his school and home have had to deal. His initiative, imagination, and energy lead him out of the bounds unconsciously established by his teachers and parents through their experience with other children.

Jimmy might be any boy in any high school. Not all children run away. However, those whose needs are not met sometimes react in ways just as dangerous to their wholesome development. Teachers and parents continuously are faced with the problem of giving guidance in time to forestall harmful reactions. When emergencies such as Jimmy's occur, they should be handled in a way to prevent undesirable results.

In order to get Jimmy "straightened out", Mr. and Mrs. Martin go to school to seek professional advice. They learn that the principal and teachers, aroused by their new knowledge of Jimmy's distress regarding school, already have made plans to help him. Instead of asking Jimmy to give up collecting rocks, the principal will help him develop this hobby, and use it as an approach to subjects he now finds uninteresting. He arranges for Jimmy to take trips with the senior high school geology club to locate fresh sources of rocks. The science teacher plans to give several children interested in rocks an opportunity to consult Jimmy about such things.

The school librarian prepares to refer him to new books on rocks. The history teacher plans to help him study the relation of geology to history and to report his special knowledge to the rest of the class.

When Jimmy is called into the principal's office for a chat on ways of meeting his difficulties with school, the suggestion is made to him that a supply room could be made available as a museum to house the collection of rocks and other displays of benefit to the school. He thus gets a fresh hold on his interests. Because his teachers are well qualified, he now will be helped to help himself, not all at once, but now and then, whenever assistance is needed.

In their discussion with the principal about Jimmy, Mr. and Mrs. Martin learn that the modern theory of discipline as applied in school can be applied at home. They decide to modify some of their ways of guiding all four of their children—Jimmy; Patricia, their youthfully sophisticated high-school senior; affectionate Barbara, Jimmy's fierce little defender; and spirited, nonconforming Dicky, in kindergarten.

In the school which 9-year old Barbara attends, some of the children's individual needs are met through school clubs. "In what kind of club can I get the best experience or do things I like to do?" and "In what kind of club can I be most useful?"—these are questions which every child needs help to decide.

### *This Month and Next*

The Martin problems taken up in this month's broadcasts deal with books, good health, taste in dress, and recreational activities for the family. One program is devoted to the selection of books for the family library or bookshelf. Another suggests problems which parents and teachers should consider in planning the kind of health guidance which renders "remedial instruction" unnecessary. An episode is based on a problem too often neglected: The duty of home and school in helping children learn how to dress attractively though modestly and to develop habits which contribute to good grooming. Parents, teachers, and children will appreciate the program which suggests ways of family planning for enjoyable evenings at home.

In January's dramas Mrs. Martin will have a prominent part. Until now, she has been too busy sewing on buttons, keeping her home tidy, and enjoying it with her family, to read some of the books on child care that she bought with good intentions. As her children grow older, their differences seem naturally to increase. Mrs. Martin's occasional perplexities no longer can be cleared away by Mr.

Martin's comforting philosophy, "Now you mustn't worry, Myra; you always do the best you can."

Determined to know more about the ways of education, she joins a study group conducted by the Parent Teacher Association, learns about Dicky's life in kindergarten, convinces herself that Barbara is learning in interesting new ways all the subjects that can be expected of a child of her age, and interviews the teacher about Jimmy's "queer report card." Problems such as the following will be presented: What types of parent education are desirable? Is kindergarten a necessary part of the school? How are "subjects" studied today? What kind of report card is most useful?

### *How Series Constructed*

"Wings for the Martins" is educational drama. It consists of everyday problems with which millions of Americans are struggling. Dilemmas, difficulties, and trials in the lives of the Martins, are dramatized. The scenes take place in the home, classroom, office of the school principal, and community settings.

The program is prepared and produced by the Office of Education and presented with the cooperation of the National Congress of Parents and Teachers and the National Broadcasting Co., and with the assistance of the Works Progress Administration. The purpose of "Wings for the Martins" is to help the public become acquainted with American education in its relation to the ordinary activities of young people and the home; to encourage community participation in the improvement of education; and to offer guidance to teachers, parents, and others who have the responsibility of helping girls and boys with their problems. The first broadcast was given November 16, and the dramas will be presented each week on Wednesday at 9:30 to 10 p. m., E. S. T., until the close of the series of 26 programs, May 10, 1939. (See radio calendar on the back cover page of each issue of *SCHOOL LIFE*.)

Months of research and planning under the direction of Commissioner of Education J. W. Studebaker and Assistant Commissioner Bess Goodykoontz preceded the writing of scripts. Tolosa Cooke, author, curriculum specialist, and teacher, Des Moines, Iowa, advised and assisted in the preliminary arrangements and in research.

### *Committees at Work*

A general planning committee from the Office of Education appointed by the Com-

missioner of Education, is guiding the progress of "Wings for the Martins." Members of the committee are: Bess Goodykoontz, Chairman; James F. Abel, Chief, Comparative Education Division; Edna P. Amidon, Chief, Home Economics Education Service; Nora E. Beust, Specialist in School Libraries; Mary Dabney Davis, Specialist in Nursery-Kindergarten-Primary Education; Carl A. Jessen, Specialist in Secondary Education, Olga Jones, Acting Chief, Editorial Division; F. J. Kelly, Chief, Higher Education Division; Helen K. Mackintosh, Specialist in Elementary Education; Elise H. Martens, Specialist in Education of Exceptional Children; W. A. Ross, Specialist in Agricultural Education; and Gordon Studebaker, Director, Radio Script Exchange, Office of Education.

In addition to the general planning committee of Office of Education specialists, a committee of the National Congress of Parents and Teachers is cooperating. Members of this committee are: Mrs. J. K. Pettengill, President, National Congress of Parents and Teachers; Thomas Gosling, Second Vice President, and Assistant Superintendent of Schools, Washington, D. C.; Ada Hart Arlitt, Parent Education Chairman, and Chairman and Head, Department of Child Care and Training, University of Cincinnati; Francis H. Blake, Vice President, National Congress of Parents and Teachers, Albion, N. Y.; Julia Wright Merrill, National Chairman of Library Service and Chief, Public Library Division, American Library Association; Frederick M. Hosmer, President, Child Welfare Company, Auburn, N. Y.; and William McKinley Robinson, Rural Service Chairman, Director of Department of Rural Education, Western State Teachers College, Kalamazoo, Mich.

A special Review Committee made up of certain members of the General Planning Committee reads and approves scripts and is continuously available for consultation and advice. Members of this committee are: Bess Goodykoontz, Chairman, Olga Jones, F. J. Kelly, Helen K. Mackintosh, Elise H. Martens, and W. A. Ross. Effie G. Bathurst, Specialist in Curricular Problems, Office of Education, is in charge of supervisory and research activities for the series.

#### How Programs Are Produced

As the problems of the Martins develop, the scripts for the drama are written by Pauline Gibson, New York City. As a member of the editorial staff for Scholastic Magazine, Miss Gibson was originator of radio guilds and author of "A Handbook for Amateur Broadcasters." She is also the author of a prize-winning series of children's programs.

"Wings for the Martins" is produced by the Radio Division of the Office of Education. William Dow Boutwell, Director of the Division, is administering the programs. Philip Cohen, who recently spent 3 months with the British Broadcasting Corporation in London,

England, producing and studying English radio programs, is directing the production from the New York City studios of the National Broadcasting Co. Music for the program is under the direction of Rudolph Schramm and is presented by a National Broadcasting Co. orchestra and the Radio Division chorus. The cast is composed of players selected from the acting company of the Radio Division and the NBC associate actors.

#### Materials for Listeners

Materials are being prepared by the Office of Education to help listeners apply the broadcasts to their own educational problems and learn more about the ways of modern schools. These materials are in the form of study guides and each is written by a specialist who is particularly able to discuss the problems presented by the broadcast. Each guide includes suggestions for helping children at school and at home, lists of reference materials, questions, and other ideas for discussion groups or individual listeners.

Local groups, such as parent-teacher associations, parents' discussion groups, college classes, and supervisors and committees of teachers can use the guides in making the broadcast the basis of group study. Listeners are invited to send a postal to "Wings for the Martins," Washington, D. C. requesting material for each program in which they are especially interested.

## Policies for American Education

(Concluded from page 114)

are organized to take the place of public education, their curriculums must include those experiences deemed necessary for the preparation of all for citizenship. On the other hand, this same freedom denies to any religious body support derived from the taxation of all the people." Any other interpretation of the matter would violate the principle of separation of church and state to which those living in this democracy have long been committed.

#### The Purposes of Education in American Democracy

The commission has attempted to clarify the purposes of education in the hope of demonstrating how the schools can better serve a democratic social order. It looks first to those basic principles upon which democracy is founded and later seeks the expression of these principles in the school program.

An examination of American life and customs reveals five concepts which constitute the democratic ideal: *the general welfare*, encompassing altruism and a responsible kinship to others; *civil liberty*, involving certain

"inalienable" rights and corollary responsibilities; *the consent of the governed*, requiring participation of the people in matters of social control; *the appeal to reason*, suggesting peaceful and orderly methods of resolving issues; *the pursuit of happiness*, offering the basis for an effective social life. These concepts must be transposed into a program of orderly experiences if they are to be made useful to the public schools in the development of citizens.

#### Four Purposes

Four great purposes of education are identified, all leading toward the realization of the democratic ideal. While each is stated as a single purpose, it is comprised of numerous contributory objectives which are grouped together for convenience in discussion.

*The objectives of self-realization.* Command of the fundamental tools of learning, understanding of the basic facts of physical and mental health, habits of play and recreation and breadth of intellectual interest are the objectives to be sought for everyone. In a democracy where individual achievement leads to social progress, the realization of this broad purpose is of supreme importance.

*The objectives of human relationships.* Enjoyment of a rich, sincere, and varied social life, ability to get along with others, appreciation of the home as a basic social institution and comprehension of the means of exalting those everyday relationships with family and community constitute fundamental goals of the educative process. Good homes and good communities are primary units of democracy.

*The objectives of economic efficiency.* Selection and learning of an occupation and appreciation of the social values of work as well as of good workmanship, are manifestly educational processes indispensable to society. Planning the economics of one's own life and becoming an informed and skillful buyer likewise fall within this sphere. The relation of education to the wise fulfillment of material needs is apparent.

*The objectives of civic responsibility.* Comprehension of the structure and processes of society, development of an attitude of critical evaluation tempered with tolerance, and a readiness to know and accept the responsibilities of citizenship are goals of education which cannot be disregarded. Democracy prizes intelligent interest in civic affairs on the part of the individual.

#### Why Views Presented

Interpretation and adaptation of these general policies to the needs of local school systems will of necessity be a long and variable process. Some of the recommendations have been sought by educators for years; others are new and must undergo critical evaluation by the educational profession and the public before being accepted in practice. The Educational Policies Commission presents its views in the volumes here described to encourage continued and constructive improvement of American education.



# Lady Eastlake's Remarks on Children's Reading

by Edith A. Wright, Research and Reference Librarian

★★★ Among the letters recently received by the Office of Education library is one asking what Lady Eastlake said was the secret of a child's book.

Upon investigation it seems that she had considerable to say upon the subject of children's reading. In two articles appearing nearly a century ago in the *Quarterly Review* (London), Lady Eastlake, at that time Elizabeth Rigby, says many things which seem as true today as when they were written.

In September 1842, introducing her first article on Children's Books, she says, "Could the shade of a great-grandmother be recalled to earth, we can imagine no object in this age of wonders so likely to astonish her venerable mind as her little descendants' abundance of books. In her days children were not looked upon as reading beings . . . Free access to books was considered of very questionable benefit to a young mind, and decidedly injurious to the eyesight; for it is an amusing fact that in those days of curious needlework, the ancient samples of which make us equally admire our grandmothers' patience and pity their eyes, a consideration for that organ should have been made one of the principal excuses for denying a child the pleasure of reading."

She continues with a long discourse on children's reading, criticizing severely those books by American authors so popular in England at the time. The Rollo books and the Peter Parleys, now sought as collector's items, received scathing criticism at her hands. She condemned the practice of American authors in combining instruction with amusement. Speaking critically of the works of Rev. T. H. Gallaudet, Samuel Goodrich (Peter Parley), Jacob Abbott, and John Todd, one-time popular American writers of juvenile literature, she calls their works "Transatlantic abominations."

## Children Resent

Rev. T. H. Gallaudet had written a book in 1830 called, *The Child's Book on the Soul*, which was later republished in London. Lady Eastlake notes the "babyisms" of this work and its incorrect usage of grammar. In commenting upon the practice of bringing the language down to a child's level, which she says, all children should resent, she tells us that many writers of the day fall into the mistake of addressing children in print as they suppose them to talk to one another in everyday life and that such imitations are by no means pleasing to the child.

The books of Samuel Goodrich, who as Peter Parley was so popular with youngsters on both sides of the Atlantic, were frowned upon by Lady Eastlake, his *Tales of Animals*



THE  
PARENT'S ASSISTANT;  
OR,  
STORIES FOR CHILDREN.  
BY MARIA EDGEWORTH,  
AUTHOR OF PRACTICAL EDUCATION, AND  
LETTERS FOR LITERARY LADIES.  
IN THREE VOLUMES.  
VOL. II.  
FIRST AMERICAN EDITION.

GEORGE TOWN:  
PUBLISHED BY JOSEPH MILLIGAN.  
Dunsmuir & Cooper, Printers.  
1869.

being the only work that met with her favor. Introducing her remarks upon Jacob Abbott's *Child at Home*, she says, "Provided he talks to him in a trivial and baby way, an American writer supposes that he (the child) will never find out whether his metaphors be true, his facts and figures distinct, or his moral and his illustration in unison."

The famous Rollo books, in which Mr. Abbott sought to give children rudimentary instruction in daily ethics, religion, natural science, and travel, do not escape her censure. Quoting a passage from one of the Rollo books, she says that for mere occupation of the eye and stagnation of the thoughts, it is a perfect curiosity in its way. Thus does she characterize one of the Rollo books, which were among the most popular children's books of the early nineteenth century and are still read by many children of today. As Lady Eastlake endeavored to cover those American books which were most in circulation in England, John Todd's *The Student's Manual*, of which 150,000 copies were sold in London alone, was not neglected.

## Answer Found

However, her articles were not entirely destructive in their implications. In her second essay, appearing in the *Quarterly Review*

for June 1844 was found the answer to the inquiry that came to the library. "The real secret of a child's book consists not merely in its being less dry and less difficult, but more rich in interest—more true to nature—more exquisite in art—more abundant in every quality that replies to childhood's keener and fresher perception. Such being the case, the best juvenile reading will be found in the libraries belonging to their elders, while the best juvenile writing will not fail to delight those who are no longer children." How true this is today is indicated when we consider that such books as *The Story of Ferdinand* and *Around the World in Eleven Years*, two books designed for children, have proven to be best sellers among our adult population.

"The whole mistake," continues Lady Eastlake, "hinges upon the slight but important distinction between *childish* books and *children's books*." *Puss in Boots*, she considers the beau-ideal of a nursery book, yet it affords much entertainment to older readers. Quoting from the preface to Sir Walter Scott's *Tales of a Grandfather*, she tells us "There is no harm, but, on the contrary, there is benefit in presenting a child with ideas beyond his easy comprehension. The difficulties thus offered, if not too great or too frequent, stimu-

(Concluded on page 127)



# THE VOCATIONAL SUMMARY



## Laws, Harmony, Personality

November 15 marked the opening of classes in a variety of subjects for those engaged in the distributive occupations in New Mexico.

Under the leadership of Brice Sewell, State supervisor of trade and industrial education and James Bennett, State coordinator of education in the distributive occupations, classes have been established in retail merchandising; personality development; harmony, color, line, design, and textiles; oral English for retail business proprietors and employees; retail credits and collections; laws affecting wholesale and retail distribution; and retail store accounting.

Each subject offered in the course is taught by a specialist in the particular field involved. Retail merchandising and personality development, for instance, are taught by an expert in the field of salesmanship. Classes in harmony, color, line, design, and textiles are under the direction of a specialist in the field of home economics from the University of New Mexico. A dramatic teacher is employed to teach retail English, which covers a study of speech technique, vocabulary, style, pronunciation, articulation, and voice. Students who pursue courses in retail store accounting receive their training under a certified public accountant.

Of special interest is the course in laws affecting wholesale and retail distribution, presented by a local attorney. In this course recent legislative trends affecting the methods of distributing both wholesale and retail commodities, such as fair trade laws, taxation laws, the Social Security Act, Federal spending acts, the Robinson-Patman Act, the law under which the Federal Trade Commission functions, and antimonopoly administration, are explained. Recognizing the value of Spanish as a help to those who market handicraft products in New Mexico, particularly period furniture, neckties, and Indian blankets, also, the State board for vocational education is sponsoring classes in the Spanish language for this group.

The program of training in the distributive occupations set up in New Mexico is applicable to many other States in the area—Arizona, Nevada, Colorado, Wyoming, Montana, and Idaho—and, in fact, to any State in which small retail businesses constitute the predominating industry.

## They're Not Left in Doubt

A coordinator in the field of trade and industrial training in Missouri is not left in doubt as to his duties and obligations. These duties are clearly outlined by the State board for vocational education.

In the first place the board requires that the coordinator study the area served by the program of training under his supervision to determine employment needs and employment possibilities. This survey is supposed to show such facts as the number of employment possibilities, the requirements for employment in various occupations, the method of training new workers, available training agencies, and the trades and occupations that lend themselves to training programs.

Coordinators are expected to determine the number of persons who are available for employment and who are in need of training. Next the coordinator must determine the number of young persons who are employed or who will be employed and who will need training. Advisory committees composed of an equal number of representatives of employers and workers—from 4 to 8 in all—must be organized by the coordinator to advise him from time to time concerning policies, standards, changes, promotions and agreements incident to the training program.

The coordinator is expected, also, to make arrangements for the training on the job of persons who enroll in the training program; to see that they get experience in jobs which offer them a balanced training and opportunity for advancement; and to make certain that the agreement in regard to the work and training program is understood by the worker, his employer, and the school administrator.

In addition the coordinator must follow up the worker on the job to see whether the instruction he has received in the school and on the job has helped him to give satisfactory service; assist the foreman in making an analysis of the worker's job; keep a record of the worker's training progress from time to time; adjust the training program to meet the needs of workers; develop plans for city programs of vocational education in the trades and industries; and furnish practical material for the guidance department in schools to be used in assisting prospective workers to discover the occupations for which they are best suited.

## Tennessee's Plan

Tennessee's plan for itinerant teacher-training work in the field of trade and industrial education is outlined in the annual report of the State board for vocational education.

The trainer's first move when he arrives at a training center is to observe the work of the teacher during a 3-hour shopwork period. Immediately thereafter the teacher trainer confers with the teacher with regard to procedures in which he feels the teacher may improve his instructional program. Special assistance is given the teacher on problems

and procedures in which he is experiencing difficulty. Suggestions are made for the improvement of the teaching program. Instructional materials are carefully checked over and the teacher is given assistance in preparing course outlines, lesson plans, and other teaching material.

As many as five visits were made by the teacher trainer last year to certain new teachers in various centers. In centers in which the high-school principal has only a single teacher of trade classes on his staff, the teacher trainer confers with the principal and makes suggestions regarding the work of the trade teacher. Where classes are carried on in county schools, moreover, the teacher trainer confers with the county superintendent of schools regarding the trade training program.

Numerous conferences were held by the Tennessee teacher trainer last year, also, with principals of city vocational and technical high schools and city superintendents of schools, to discuss with them the professional status of trade and industrial teachers.

In several centers group meetings were held with new teachers especially those who had not completed any professional teacher-training courses. Correspondence assignments were prepared and sent to a number of teachers who desired to fulfill certain requirements of the State board for vocational education, by completing a course in job analysis.

## Supply and Demand

Teaching positions are absorbing more than half of the home economics education graduates from federally reimbursed teacher-training institutions in the States, according to a study made recently by the Office of Education.

Of 6,863 graduates included in the survey, which covers a period of 5 years—1932-37—4,215 or 61.4 percent were placed as teachers of home economics; 954 or 13.9 percent were placed in positions other than teaching; 375 or 5.4 percent continued study after graduation; 469 or 6.8 percent were married; and 858 or 12.5 percent were not placed.

Interesting facts with respect to the supply and demand for teachers of home economics education were brought to light in this survey. It was found, for instance, that in 66 percent of the situations reported, the supply of teachers was less than the demand; in 28 percent the supply was equal to the demand; and in 4 percent the supply was greater than the demand. The last condition was reported in only one State where, it was explained, the return of married teachers to service is responsible for the relatively high percentage.

The number of graduates of teacher-training institutions placed in teaching positions



within 1 year after graduation during the year 1936-37 was 73.2 percent. This was considerably above the percentage for the 5-year period 1932-37 and slightly above that for the 5-year period 1927-32 during which 72 percent of the home economics graduates were placed as teachers.

The placement of home economics education graduates from teacher-training institutions, according to Florence Fallgatter, former chief of the home economics education service, Office of Education, under whose supervision the study was conducted, is important to the institution and to the prospective teacher, and should have a bearing upon such problems as the selection of candidates for training, the number to be trained, and the character of the training program itself.

The study made by the Office of Education indicates that the number of home economics teacher-training institution graduates who go into teaching far exceeds the number who go into other occupations. Commenting on this condition the summary of the study which is incorporated in Miscellaneous Publication No. 2104 issued by the Vocational Division of the Office of Education states:

"The teacher-training institutions should, therefore, give due consideration to the preparation of teachers in order that they may do effective work in leadership positions in the communities in which they will teach. Since there is much variation in the types of problems with which home economics teachers deal, it is important that home economics curricula designed primarily for teacher training make use of problems representing a variety of conditions in order that students may develop ability to make adjustments in different situations."

#### **Educational Conservation**

There are many conservation angles to the field of vocational education. For instance, a report to the Office of Education calls attention to the fact that 1,800 farm boys in the 52 vocational agriculture departments in South Dakota high schools received instruction in soil conservation last year. Classroom instruction, based upon specific local soil erosion problems, is supplemented by practical participation by these students in actual soil-conserving practices.

Conservation of a different type is the keynote of training for municipal fire fighters which is carried on under the provisions of the national vocational education act throughout the country. These courses lay special stress upon the protection of life and property in connection with fire fighting. They emphasize proper ventilation of a fire to release overheated air, smoke, and gases and salvaging operations such as protecting property from water in various ways, covering furniture with tarpaulin, stopping leaks in hose couplings, and similar measures.

Under the George-Deen Act, courses are being established with the objective to help retailers and others to understand more clearly

how they can cut down operating wastes, increase their services to the consuming public, and strengthen their economic position in the distributive system.

School shops are emphasizing safety measures designed to keep shop accidents down to a minimum. Safety measures are emphasized in training courses for such groups as painters and decorators, mechanics, and others whose work involves certain hazards. Health and cleanliness rules which should be followed by such groups also are discussed in training courses set up for their benefit.

Special attention has been given in courses for coal mine workers to instruction in coal mine gases, coal mine timbering, coal mine ventilation, and the use of flame safety lamps in mines. The Office of Education has issued bulletins on each one of these mine safety factors for use by instructors in training mine workers.

The examples cited are sufficient to indicate the extent to which conservation in various forms is stressed in the program of vocational education promoted by the Office of Education in cooperation with the public-school systems of the various States.

#### **New F. F. A. Officers**

The Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, have selected the following officers for the fiscal year 1938-39:

President: Robert A. Elwell, Gorham, Maine.

First Vice President: Stevenson Ching, Box 190, Waimea, Kauai, Territory of Hawaii.

Second Vice President: Bradley Twitty, Allsboro, Ala.

Third Vice President: Albert Coates, Kansas City, Kans.

Fourth Vice President: Elmer Johnson, Winchester, N. H.

Student Secretary: Harvey Schweitzer, Malta, Ill.

National Adviser: J. A. Linke, Office of Education, United States Department of the Interior, Washington, D. C.

National Executive Secretary: W. A. Ross, Office of Education, United States Department of the Interior, Washington, D. C.

National Treasurer: Henry C. Groseclose, Virginia Polytechnic Institute, Blacksburg, Va.

The Future Farmers of America now has 171,000 members in 5,700 local chapters in 48 States, Hawaii, and Puerto Rico.

#### **Revealing**

As an example of the diversity and scope of the activities in which State supervisors of trade and industrial education engage, the records of five supervisors in Texas for the past year are presented. These officials assisted in organizing 193 trade and industrial training classes; inspected 1,134 classes; held 26 teacher conferences; prepared material for use in teaching courses in five different trade

and industrial occupations; held three foremen training conferences in as many different localities; and made vocational education surveys in three cities.

#### **Champion Poultry Raiser**

Ray E. Corliss, vocational agriculture student in Sherman High School, Sherman Hills, Maine, was proclaimed "best vocational agriculture poultry boy" at the annual exposition of the Northeastern Poultry Producers' Council, held in New York in September.

The "best vocational agriculture poultry boy of the year" contest is an annual affair. The winning contestant is chosen from a list of vocational agriculture students who have done outstanding work in the field of poultry production. The records of these candidates which are considered in making the award, are based upon the profits made in their poultry projects during the year. Contestants are chosen from the 13 States included in the North Atlantic region which for the purposes of the contest are separated into northern and southern divisions. New England and New York constitute the northern division and the other States in the region, the southern division.

Corliss, who is a little over 15 years of age, started his poultry production program as a part of his vocational agriculture course, September 1, 1937, with 500 hens, 1,400 pullets, and 799 chicks. On August 31, 1938, he had 6 hens, 525 pullets, and 1,960 chicks. Labor income on the hens amounted to \$10, on the pullets \$1,219, and on the chicks, \$1,795—a total of \$3,024.

According to Corliss' record his special business at the present time is selling hatching eggs. He calls particular attention to the fact that a poultry project fits appropriately into the scheme of a potato farm.

#### **Required and Recommended**

To assist the local school board and the teacher of agriculture in purchasing required and recommended equipment for a department of vocational agriculture, is the declared intention of a bulletin on this subject issued recently by the department of public instruction of Pennsylvania.

The "required" and "recommended" lists of equipment presented in this publication—Bulletin 252 of the Pennsylvania department's series—cover equipment to be used in connection with courses in eight different agricultural fields. These are: Poultry husbandry, general crops, vegetable gardening, fruit production, animal husbandry, dairy husbandry, and farm mechanics. The bulletin also contains suggestions for general illustrative material to be used in teaching vocational agriculture.

Special attention is given the list of recommended and required equipment for use in farm mechanics courses. A comprehensive list of references also is recommended for the use of classes in this subject.

C. M. ARTHUR



## New Government Aids FOR TEACHERS

by MARGARET F. RYAN



**FREE PUBLICATIONS:** Order free publications and other free aids listed from agencies issuing them

**COST PUBLICATIONS:** Request only cost publications from the Superintendent of Documents, Washington, D. C. enclosing remittance (check or money order) at time of ordering

● Studies among school children have disclosed the fact that common colds are responsible for approximately one-fourth of all absences. Symptoms, prevalence, cause, prevention, vaccines, treatment, and complications are discussed by the Assistant Surgeon General of the United States Public Health Service in *Common Colds*, Supplement No. 135 to the Public Health Reports. 5 cents.

● Legislation pertaining to State and local welfare departments, aid to dependent children in their own homes, dependent and neglected children, adoption and change of name, children born out of wedlock, birth certificates, marriage, offenses against minors, delinquency and juvenile courts, probation and parole, institutions for delinquent minors, recreation, mental defectives, physically handicapped children, child hygiene and public health, and child labor and compulsory school attendance has been summarized in Children's Bureau Publication No. 236, *Child Welfare Legislation, 1937*. Price, 10 cents.

● A new two-reel sound motion picture of the coffee industry—*Coffee—From Brazil to You*—has just been completed by the Pan American Union, the international organization of the 21 American Republics, with headquarters in Washington, D. C.

The film is loaned free of charge to schools and colleges, study clubs, commercial associations, and other interested groups, the borrower merely paying transportation charges. Requests should indicate whether 16- or 35-mm prints are desired, and also the dates on which the picture is to be shown.

● A study of changes in types of visual refractive errors of children; Incidence of rheumatic heart disease in college students; A study of dental caries in school children, by sex; and Health officers in cities of 10,000 or more population, 1938, are among the titles of articles appearing in nos. 35, 37, 38, and 40, respectively, of the *Public Health Reports*, each number of which costs 5 cents.

● Fresh vegetables for an average family may be grown in a large back yard or city lot, although some of the problems that confront the city gardener are more difficult than those connected with the farm garden. The *City Home Garden*, Department of Agriculture, Farmers' Bulletin No. 1044 (5 cents), presents these problems from a practical standpoint under the following headings: Type and location of the city garden, prepara-

tion of soils, tools, seeds, starting early plants, planting zones, general care of the garden, and crops.

● Existing policies, rules, and regulations which have been issued heretofore for the guidance of State and local selecting agencies having responsibility on behalf of the Department of Labor and the Civilian Conservation Corps for the selection of junior enrollees have been brought together by the Department of Labor in convenient printed form in *Standards of Eligibility and Selection for Junior Enrollees—CCC*.

● The Superintendent of Documents has revised the following price lists of Government publications: Fishes, No. 21; Indians, including publications pertaining to anthropology and archaeology, No. 24; Birds and wild animals, No. 39; Pacific States—California, Oregon, Washington, No. 69; Children's Bureau and other publications relating to children, No. 71. Free.

● The Women's Bureau is making a study of State Labor Laws for Women which will be published in the following five parts: I. Summary; II. Analysis of hour laws for women workers; III. Home work; IV. Prohibited occupations and seats; and V. Minimum wage laws and orders. Parts I and II are already off the press and sell for 5 cents and 10 cents, respectively.

● Full-page maps of the main thoroughfares and railroads leading into the market districts of 40 large cities are included in Department of Agriculture Circular No. 463, *Wholesale Markets for Fruits and Vegetables in 40 Cities*. 15 cents.

● Four of the nineteen staff studies to be prepared by the Advisory Committee on Education, appointed by President Roosevelt in 1936 to study the relation of the Federal Government to Education, are off the press, namely:

No. 9. Vocational Rehabilitation of the Physically Disabled.....	\$0. 15
No. 11. Library Service.....	. 15
No. 13. The National Youth Administration.....	. 15
No. 15. Public Education in the District of Columbia.....	. 20

● The Division of Cooperative Extension of the Department of Agriculture recently announced the completion of two new film

strips: *Convenient Storage Spaces*, Series No. 408, consisting of 62 frames, and costing 65 cents; and *Film Strips and Their Preparation*, Series No. 410, illustrating the rapidly increasing demand for film strips, the reasons for their popularity, and how to select and prepare illustrative material to obtain the best results. This series consists of 48 frames and costs 50 cents.

● *Foreign and Graphic Arts Industries*—World markets for printing machinery, equipment, and supplies, Bureau of Foreign and Domestic Commerce, Trade Promotion Series No. 172, shows the extent to which such projects are used in the commercial, educational, and cultural activities of each foreign area, and provides manufacturers within these industries with a reliable groundwork for the determination of their potential markets. Price, 35 cents.

● During the past 20 years the construction of works for the purification and distribution of water, for parks and playgrounds, for education, for improved domestic shelter, and for similar consumer purposes has increased in importance in relation to the total construction activity. In *Construction Activity in the United States, 1915-37*, Domestic Commerce Series No. 99, will be found a statistical study of the whole construction field. Send 15 cents to the Superintendent of Documents for a copy of this bulletin.

● In the District of Columbia there is no community of interest in property acquired by the cooperative efforts of spouses. Such property belongs to the husband by common-law rule. This and 31 other rulings are included in *The Legal Status of Women in the United States of America, January 1, 1938—District of Columbia*, Women's Bureau Bulletin No. 157-8—an advance printing of individual State material, constituting part of a compilation now being prepared by the Women's Bureau to show the present legal status of women in the United States. (5 cents.)

● Games classified so as to assist in program building are included in *Handbook for Recreation Leaders*. Numerous suggestions are made as to the uses to which material may be put and programs are laid out for mixers, single circle games, double circle games, games for small spaces, challenges, etc. Ask for Children's Bureau Publication No. 231. Price, 15 cents.



# Trends in Certification of Teachers

by Benjamin W. Frazier, Specialist in Teacher Training

★★★ A condition of teacher oversupply and other causes have led to numerous changes in certification requirements and practices during the past decade. Several long-time trends in certification were intensified during the depression years of this period. These trends, among others, include: A steady rise in minimum scholastic requirements for certificates; increase in specialization of certificates by subjects, grade levels, and fields of work such as school administration; centralization of certification in the State board or department of education; decrease in the issuance of certificates upon an interstate exchange basis, and upon the basis of examinations; increase in the issuance of certificates upon the basis of institutional credentials; increased issuance of probationary rather than unconditional life certificates; and the lengthening and enrichment of the education of applicants for certificates.

Of the foregoing trends, the rise in minimum scholastic requirements for certificates is perhaps the most important. The gains since 1921, indicated in table 1, have accompanied an estimated increase of 1 year in the average amount of preparation of America's elementary and secondary school teachers, numbering 870,963 in 1936. The average amount of preparation of teachers in service in 1921 was a little below the 2-year college level. In 1937, the average was probably close to the 3-year college level. This elevation in the scholastic qualifications of teachers has rarely been equalled in any preceding periods of similar length in the history of American education.

## Upward Rise

That the upward rise in certification requirements will continue is indicated by the fact that a number of States, including Louisiana, North Carolina, Oregon, New York, Pennsylvania, and others have definite provisions in their certification regulations, whereby minimum scholarship prerequisites for certificates will be raised materially during the next few years. Furthermore, the present oversupply of teachers in elementary and high-school academic subjects constitutes a condition favorable to the further elevation of certification requirements. That the rise in minimum certification standards has proceeded in the past at widely varying rates among the several States is indicated in table 2, which shows minimum scholastic prerequisites in 1937 for elementary, junior high school, and senior high school certificates for academic subjects.

Specialization of certificates by subjects,

grade levels, and fields of work has proceeded far since 1906, when Cubberley said:

"In almost all of our States a teacher's certificate of any grade is good to teach in any part of the school system in which the teacher may be able to secure employment."

Since the time of which Cubberley spoke, "blanket" certificates covering both elementary and secondary school subjects have been greatly reduced in numbers. It is now common practice for the States to differentiate their certificates for different grade levels including kindergarten-primary, elementary, junior high school, and senior or four-year high school work. Once an infrequent practice among States, two-thirds or more of them now issue specialized certificates for teachers of general or vocational agriculture, art, music, commerce and business, home economics or homemaking, industrial arts or manual training, and physical education or health. Specialized fields of educational service, as well as special and academic subjects, are also increasingly recognized in certification requirements. For example, the number of States issuing administrative and general supervisory certificates increased from 1 in 1906 to 31 in 1937.

## State Centralization

An important trend in the administration of certification has been its centralization in the hands of the State board, department, or superintendent of education. The number of State systems in which the issuance of all certificates is completely controlled by the State (city and institutional issuance not considered) increased from 3 in 1898 to at least 41 in 1937. The number of certificates issued by counties, and by local school districts including cities, decreased correspondingly. These changes have resulted in more uniform requirements for certification within States, have rendered easier the raising of minimum scholastic and professional standards, and have resulted in the elimination of many low-grade certificates issued by local school districts and counties.

Certificates were issued upon the basis of exchange for out-of-State certificates in 1903 by 14 States; in 1921, by 38 States; and in 1937, by only 7 States. The rapid decline since 1921 in certification upon an interstate exchange basis was accompanied by increased reliance by certification officers upon out-of-State institutional credentials as a basis for certification. The terminology applied to certificates, and the standards and requirements set for their issuance, are so dissimilar among States that transcripts of out-of-State college credits have been found to be more

easily and accurately evaluated than out-of-State certificates. Difficulties also exist, however, in the evaluation of transcripts of credits, because of dissimilar course terminology, and differences in the content and value of courses with the same name taken in the many institutions that educate teachers. Much remains to be done through institutional accreditation and other means to assure reasonable equivalency in the content and value of credits presented by applicants for certificates.

Certification of teachers upon the basis of examination, once the predominant method of certification in practically all States, is slowly being superseded by certification upon the basis of college credentials. The number of States certifying teachers by examinations is steadily decreasing. Although 20 States still issued one or more types of certificates upon this basis in 1937, the number of teachers certificated in this manner is steadily declining in most of these States. California constitutes a good example. Despite a large increase in the number of teachers in that State, the number of teachers certificated upon the basis of examinations declined from 1,050 in 1899

TABLE 1.—Minimum scholarship prerequisites for certifying inexperienced teachers (temporary and emergency certificates not considered), 1921, 1926, and 1937<sup>1</sup>

Scholarship prerequisites	Number of States		
	1921	1926	1937
1	2	3	4
4 years' college.....			5
3 years' college or normal school.....			8
2 years' college or normal school, including professional preparation.....		4	11
1 year of college or normal school, including professional preparation.....		9	8
High-school graduation and some professional preparation in addition but less than 1 year.....	4	14	2
4 years' high school (may or may not include professional courses).....	14	6	6
No definite scholarship requirement stipulated <sup>2</sup> .....	30	15	8

<sup>1</sup> Adapted from: Cook, Katherine M. State laws and regulations governing teachers' certificates. Washington, U. S. Government Printing Office, 1928. p. 16. (Office of Education. Bulletin, 1927. No. 19.)

State boards and departments of education. Rules and regulations governing the certification of teachers, September 1937.

<sup>2</sup> Includes California which certifies only a few teachers by examination, with high-school graduation as a prerequisite.

<sup>3</sup> 1921 classification includes also professional training secured without high-school graduation.

<sup>4</sup> Except in Massachusetts, certificates are issued upon the basis of examinations covering elementary or secondary school subject-matter.

<sup>5</sup> 1926 classification includes Massachusetts, in which relatively few teachers were employed who had not completed a standard normal school course; and Oklahoma and Kentucky, in which completion of ninth grade was a prerequisite.

<sup>6</sup> 1937 classification includes Massachusetts, in which the minimum scholastic requirement for teacher employment is usually 3 or 4 college years; and Oklahoma, in which completion of 2 to 4 years of high-school work is prescribed for a limited elementary certificate.

TABLE 2.—Minimum State or county educational requirements in years above high-school graduation, for lowest grade regular elementary, junior high school, or academic high-school certificates granted to inexperienced applicants, September 1937

State	Types of certificates and minimum requirements			
	Elementary school		Junior high school, for all 3 junior high school grades: <sup>1</sup> College years required	Senior or 4-year high school: College years required
	College years required for certificate issued upon college credentials	Scholarship prerequisites for certificate issued upon examination		
1	2	3	4	5
Alabama.....	2	High-school graduation or equivalent.....	3	3
Arizona.....	4	.....	4	5
Arkansas.....	1	None specified.....	2	4
California.....	4	High-school graduation or equivalent.....	4	5
Colorado.....	4	.....	2	4
Connecticut.....	4	.....	2	4
Delaware.....	4	.....	4	4
District of Columbia.....	4	.....	2	4
Florida.....	2	4-year college graduation (bachelor's degree).....	2	5
Georgia.....	2	None specified.....	2	4
Idaho.....	2	High-school graduation.....	3	3
Illinois.....	2	High-school graduation and 1 year additional.....	2	4
Indiana.....	2	.....	2	4
Iowa.....	2	High-school graduation and ½ year additional.....	2	4
Kansas.....	1	High-school graduation, including high-school normal training courses.....	2	4
Kentucky.....	2	.....	4	4
Louisiana.....	2	.....	2	4
Maine.....	2	.....	2	11
Maryland.....	2	.....	4	4
Massachusetts.....	(13)	(13)	(13)	(13)
Michigan.....	14	.....	4	4
Minnesota.....	1, 2	.....	4	4
Mississippi.....	1	None specified.....	2	2
Missouri.....	1, 2	High-school graduation or equivalent.....	4	4
Montana.....	2	High-school graduation and 2 years of special preparation.....	2	4
Nebraska.....	1	High-school graduation or equivalent.....	2	2
Nevada.....	1	.....	2	4
New Hampshire.....	3	(17)	3	4
New Jersey.....	3	.....	4	4
New Mexico.....	1	.....	4	4
New York.....	3	.....	4	4
North Carolina.....	1, 2	.....	4	4
North Dakota.....	1	None specified.....	2	4
Ohio.....	2	.....	4	4
Oklahoma.....	2½	Completion of 2 to 4 years' high-school work for limited elementary certificate.....	3	3
Oregon.....	19 2½	.....	19 2½	20 4
Pennsylvania.....	11 3, 4	.....	4	4
Rhode Island.....	4	.....	2	4
South Carolina.....	1	.....	4	4
South Dakota.....	2	6-weeks' summer session within past 4 years <sup>22</sup> .....	2	4
Tennessee.....	1	None specified.....	4	4
Texas.....	1	do.....	2	2
Utah.....	3	.....	4	4
Vermont.....	2	.....	4	4
Virginia.....	2	.....	4	4
Washington.....	3	.....	3	5
West Virginia.....	1½	High-school 16 units, plus 1 year of college.....	4	4
Wisconsin.....	14 3	High-school graduation and 1 year of special preparation.....	3	4
Wyoming.....	21 1	do.....	4	4

<sup>1</sup> Does not pertain to grades 7 and 8 of elementary schools alone. Requirements are applicable to teachers of the first year of 4-year high schools in States where junior high school teachers are not separately certificated. See also footnote 2.

<sup>2</sup> Junior high school certificates are specifically and separately provided.

<sup>3</sup> Very few teachers are certificated on the basis of county examination.

<sup>4</sup> 3 years required for State nonrenewable elementary temporary certificate.

<sup>5</sup> As in certain other States (cf. footnote 1), an elementary teacher may teach in grades 7 and 8, whereas a 4-year college graduate may teach in the ninth grade.

<sup>6</sup> Plus examination.

<sup>7</sup> An additional type of certificate is based on 5 years of work (master's degree).

<sup>8</sup> Also graduation from 4-year normal high schools.

<sup>9</sup> Degree required in 1940.

<sup>10</sup> 2 years' minimum for nonprofessional certificate; 3 years for professional.

<sup>11</sup> Includes, in Maine, 18 semester-hours of professional training. Similar inclusion of professional work is made in figures for other States.

<sup>12</sup> Except for a small number of certificates based upon 2 years' work, issued temporarily to meet a special situation.

<sup>13</sup> Examinations are given in certain cities. Teachers are usually qualified by local school authorities on the basis of college credentials. Teachers in State-aided high schools are certificated by the State department of education. Minimum levels of preparation were estimated in 1935 as 3-years' college

for elementary teachers, and 4 years for high-school teachers.

<sup>14</sup> Also graduation from 1-year county normals.

<sup>15</sup> Graduation from teacher-training high schools, including 1 year of work beyond regular 4-year high-school course; also 1 year in ungraded elementary (rural) schools. 2 years required in graded elementary and accredited ungraded elementary schools.

<sup>16</sup> Graduates of teacher-training courses of first-class high schools are also certificated.

<sup>17</sup> Examinations chiefly in subjects in professional education.

<sup>18</sup> 3 years beginning July 1, 1938.

<sup>19</sup> Effective Jan. 1, 1939, to Jan. 1, 1941, 2½ years; after Jan. 1, 1941, 3 years.

<sup>20</sup> Effective Jan. 1, 1938, 4 term-hours covering Oregon history, school law and system of education will be required. Effective after Jan. 1, 1941, ½ year of graduate work will be required.

<sup>21</sup> State Standard Limited Certificate. Must be renewed upon additional preparation every 3 years until 4 years have been completed. This is a temporary certificate during transition from a 3- to a 4-year level.

<sup>22</sup> Rural schools only.

<sup>23</sup> Approximate minimum.

<sup>24</sup> Elementary permit, valid for 3 years; issued to residents of Wyoming only. Completion of a fourth- or fifth-year of normal training in a Wyoming high school plus 18 or 6 semester-hours, respectively, at the University of Wyoming or in an accredited teacher-education institution will also satisfy the scholastic requirements.

to 30 in 1936. Paralleling the decrease in the number of teachers certificated upon examinations is a marked increase in the issuance of certificates upon the basis of college credentials. All States now issue one or more types of certificates upon this basis, and in 28 States this method has entirely superseded the issuance of certificates upon examinations. Examinations are still used as a device in the selection and employment of teachers, however, in a number of large cities.

### Probationary Basis

There has been a marked tendency in recent revisions of certification requirements to place more emphasis on the issuance of initial certificates on a probationary, conditional basis rather than on a permanent, unconditional basis. The number of States issuing certificates valid for the life of the holders tends to decrease slowly. The number of these States decreased from 42 in 1911 to 35 in 1937, and the States that issue life certificates tend to raise the requirements for them, and to strengthen the provisions designed to keep the holders of permanent certificates professionally up to date.

The lengthening and enrichment of the courses of study for prospective teachers has been an outstanding trend during the present century. There are many indications of this trend. The number of teachers colleges increased from 46 in 1920 to 180 in 1938-39, and their curricula and courses have been greatly expanded. The number of normal schools with their short and meager curricula have decreased accordingly. The number of States with teacher-training high schools or county normal schools decreased from 23 in 1923 to 8 in 1938. Schools and colleges of education in universities have increased in numbers and importance, and their offerings in professional education have been broadened and enriched. The number of first-degree graduates of teachers colleges increased from 11,073 to 18,510 in the short period between 1930 and 1936. Such advances have made possible the raising of certification standards to a height never before equalled in this country. Unless economic, social, or other reverses not now foreseen occur, the steady heightening during recent years in the standards of teacher-education curricula and of certification requirements may be expected to continue for a number of years to come.



Development of State Programs for the Certification of Teachers, Office of Education Bulletin 1938, No. 12, by Benjamin W. Frazier, is now off the press. Copies may be obtained at 20 cents each from the Superintendent of Documents, United States Government Printing Office, Washington, D. C.





## In Public Schools

### Transportation

The Wisconsin State Department of Public Instruction recently issued a publication entitled *A Study of the Transportation of High School Pupils in Wisconsin*, prepared by John Guy Fowlkes and George S. Beery. The bulletin treats of the need for transportation of high-school pupils, the legal basis for transportation; policies and practices with respect to transportation of high-school pupils in Wisconsin. A proposed code and regulations for the transportation of high-school pupils are included in the bulletin.

### Year's Safety Program

The supervisor of safety education of the State department of education, Boston, Mass., in a bulletin addressed to the elementary and junior high-school principals of that State suggests the following activities for the year's safety program: Surveying and analyzing school accidents; surveying and analyzing home accidents; supervising play of smaller pupils; surveying danger spots in locality and making map; showing shortest routes to school; preparing talks to present to younger children; preparing plays; arranging safety exhibits; conducting information bureau particularly before summer vacation; and cooperating with local agencies in safety work.

### Bus Drivers

The West Virginia Department of Public Safety, as reported in the *West Virginia School Journal*, completed in September the first of three inspections of school buses to be conducted within the school year 1938-39. As an additional precaution bus drivers beginning this year are required to secure an annual bus permit. An annual physical examination is also required.

### Expanding the Classroom

The Pennsylvania State Department of Public Instruction has issued a bulletin, *Expanding the Classroom*, to emphasize the values of the school journey as an educational technique and to suggest procedures which may be used in organizing trips to various places.

### Night School

In the night high school of Knoxville, Tenn., there is a counseling, guidance, and placement department to help unemployed adults find work. The night school drama class last year presented a series of 13 half-hour skits over the radio each Sunday at 4:30 p. m., thus giving a great deal of publicity to the night school.

### Using School Buildings

Community use of Minneapolis public-school buildings during the 1937-38 fiscal year drew a total attendance of 1,022,713 persons to 20,770 assemblies, according to a report by the head of the department for the community use of schools.

### Enviably Record

Evansville and Vanderburgh County, as reported in *Public Schools Bulletin*, Evansville, Ind., have established an enviable record during the current year in the safety campaign now in progress. The Evansville public schools have developed courses of study at all levels in the important area of safety education.

### Bulletin Series

The Georgia State Department of Education has recently issued a series of bulletins relating to the "Georgia Program for the Improvement of Instruction in the Public Schools." The titles of the bulletins are: Guide to Curriculum Development; The New Curriculum at Work; The Georgia Homemaking Curriculum; Guide to Use of State Adopted Textbooks, The Community as a Source of Materials of Instruction; The Organization and Conduct of Teacher Study Groups; Source Materials on Transportation and Communication; Occupational Guidance; Natural Resources of Georgia; Saving Georgia Soils; Two Georgians Explore Scandinavia—A Comparison of Education for Democracy in Northern Europe and Georgia.

### Canal Zone

Of 241 graduates of the Canal Zone high schools, class of 1938, 76 entered the Canal Zone junior college; 85 left the Isthmus to attend school; 20 are employed by the Panama Canal or the Panama Railroad; 5 are employed by the United States Army or Navy on the Canal Zone; 24 have secured other employment; 2 girls have married; 22 are unemployed; and 7 are in the United States, occupations unknown.

### Special Education

Harley Z. Wooden, previously consultant in special education in the Michigan State Department of Public Instruction, has been named assistant superintendent of the department, with responsibilities which include the direction of special educational facilities for all types of exceptional children throughout the State. With Mr. Wooden's going into the State department, there was established in that department a full-time position of supervising service for the exceptional children of the State. With his assumption of general

administrative responsibilities, he will now be given assistance in the supervisory program.

### State Survey Service

The State department of education of Alabama has an organized school survey service in its division of administration and finance. The State superintendent of public instruction of that State in his report for 1935-36-37 says: "Very decided effects of the surveys may be seen in the consolidation of schools. The State can eventually look forward to the elimination of all one- and two-teacher schools, except those which are either too far away from large centers to be consolidated or cannot be connected by all-weather roads with the larger centers."

### Trends in St. Louis Schools

Among the trends in the schools of St. Louis, Mo., as summarized in the eighty-third annual report of the board of education of that city, are:

1. Shifts in the popularity of subjects within the curriculum are noticeable in the past 2 years. The greatest increase has been in the field of social studies, in the science fields and in the commercial subjects. Decreases are noticeable in mathematics, industrial arts, and home economics.
2. Failures of pupils have decreased in all schools and in all subjects.
3. Withdrawal of pupils before the completion of their courses has diminished slightly during the past 2 years.
4. The number of boys graduating from high school in relation to the number of girls is increasing and has now reached a point where the actual number of boys exceeds the number of girls in graduating classes.
5. Girls continue to lead strongly in competition for high grades, rapid promotion, and honors in the school system.

### Pupils' Reading Circle

As explained in the eighty-eighth report of the State superintendent of public schools of Missouri, the purpose of the State reading circle is that the State is to encourage pupils in the elementary schools to read extensively during leisure time at school and at home. Any pupil in the elementary schools of Missouri (grades 1 to 8) who qualifies according to the standards and requirements for his grade may become a member of the State pupils' reading circle. During the past year a total of 28,051 reading circle certificates have been issued to the pupils of the 94 counties that have participated in the program.

### Scholarship Tests

The Ohio State Department of Education recently issued a *Bulletin of Research Activities of the Ohio Scholarship Tests*. The bulletin presents the following studies: The relation of State-wide testing programs to State super-

vision and accreditation of high schools; A comparative study of the results of the 1936 senior scholarship test from the upper one-third and the experimental lower two-thirds of the high school seniors from two Ohio counties with special attention to mathematical errors; An experimental evaluation of the senior survey course; A comparative study of pupil achievement in English usage in 1930 and 1935 based on the every pupil English usage test.

W. S. DEFFENBAUGH



## In Colleges

### Astronomical Research

The University of Texas reports the practical completion of an 82-inch mirror for the Donald Observatory of the university. There are several other mirrors of note in this country. These include the 200-inch mirror now being finished at the California Institute of Technology and the 100-inch mirror at the Mount Wilson Observatory, Pasadena, Calif. The sixth mirror in size in this country is at the Perkins Observatory, Ohio Wesleyan University. It is also understood that the University of Michigan has cast a mirror more than 90 inches in diameter for a new reflecting telescope.

### Industrial Research

The Ohio State University Research Foundation held its third annual industrial research conference November 4 and 5. One hundred and fifty Ohio industrial leaders and the same number of university faculty members discussed means of making the university more useful in solving the problems of industry.

### Oxford Plan

The University of Michigan will inaugurate in the fall of 1939 an experimental tutorial system modeled on the Oxford plan. One hundred students will participate in the experiment which will be tried out for a 5-year period. This is the first attempt of a State-supported institution to try such a plan.

### Icazbalceta Collection

The University of Texas now claims the most outstanding collection of Mexican historical documents and books outside of Mexico since the addition of the Icazbalceta collection to the Garcia Library at that institution.

This collection includes 160 volumes, each rare in its own right, and 50,000 pages of manuscript including the original of one of the letters written by the explorer Hernando Cortez to Emperor Charles V of Spain dated October 15, 1524. It is a beautiful document and in an excellent state of preservation. In the opinion of collectors "there is no measuring stick by which to appraise its spiritual value."

### Graduate Courses

The graduate college of the University of Nebraska has been authorized by the university regents to offer a limited number of graduate courses in Omaha. These courses are given in Central High School in the evening. They are administered by the university extension division.

### Degree in Welding

The college of engineering of Ohio State University has announced for the fall quarter a new curriculum leading to a degree in welding engineering. The curriculum will be under the department of industrial engineering. This development comes as a result of the phenomenal strides of welding in all types of heavy goods industries and in the transportation field.

### Reaches 1,000,000 Volumes

For the first time in the 71 years since the Cornell University library was founded, over a million books rest on its shelves, a total of 1,110,170 volumes. This library now becomes the seventh largest university library in the United States.

### Course on Family

The University of California extension division is conducting a new course on the family. "Preparation for modern marriage should be as comprehensive and sincere as the preparation to follow a modern profession" is the view of the leader in this program.

WALTON C. JOHN



## In Libraries

### Library Study

On the credit side, the United States can point to its 15,000 libraries with their 225,000,000 volumes and their high total use; but there is also a debit side to this balance sheet, according to Carleton B. Joeckel in his monograph, *Library Service*, issued as a staff study by the President's Advisory Committee on Education. Great inequality in book resources and book services exists and constitutes a serious problem. In this enlightening survey of the library situation, Dr. Joeckel has indicated the need of an integrated library program, embracing all types of libraries—school, college, public, and special. Specific recommendations are made regarding the means of attaining this important end.

### Increased Grants

This year a number of States have made increased grants for school libraries. Louisiana is spending about \$300,000 in 1938; Tennessee, which appropriated \$73,000 in 1937-38, has made \$100,000 available for

1938-39. Georgia and Virginia have likewise each appropriated \$100,000 for school library purposes.

### Bookmobile Popular

Rural South Dakota is now receiving some library service by means of a bookmobile which has just been put in operation. On its first trip to the west river country, so great was the demand for books that the stock of 1,800 volumes was exhausted after only a part of the initial itinerary was covered. The bookmobile was forced to return to its base for an additional supply of books.

### Library Buildings

Library buildings are too often constructed with their true purposes overlooked and their spiritual significance seemingly ignored. In an address at the dedication of the new Chapman Memorial Library at Milwaukee-Downer College, Charles Harvey Brown, of Iowa State College, complimented the institution on avoiding those mistakes. Referring to many other library buildings, the speaker said: "A strange race of modern men . . . has designed at great cost magnificent buildings to attract the attention of idle sightseers, palaces with overadorned corridors, with high-domed reading rooms more suitable . . . for a grand central station than for a retreat available to the studious."

### Leadership

Important changes are being made in the curriculum of the Simmons College School of Library Science, according to latest annual report of the director. These are being made with the view that library schools should assume leadership in stimulating desirable changes in professional practices in librarianship.

RALPH M. DUNBAR



## In Other Government Agencies

### National Youth Administration

Charles H. Judd, formerly of the University of Chicago, has been appointed director of the NYA program of education for out-of-school youth, and Lynn A. Emerson, professor of industrial education, at Cornell University, has been engaged as a part-time consultant.

More than 128,730 youths were placed in private industry from March 1936 to September 1 of this year through the efforts of the NYA, according to Mary H. S. Hayes, chief of the Junior Employment Division.

Special employment services for young people are carried on in 101 cities. In 24 of the cities where the NYA originally carried



the financial responsibility for the office, the State employment services have assumed part or all of the expense of maintenance and operation. State employment services have opened junior employment divisions in 24 other cities, following the procedure set up by the NYA, but supported entirely by State funds.

Of the 343,578 NYA registrants, 27 percent were under 18 years of age, 63 percent were between 18 and 21 years of age, and 10 percent were from 21 to 25 years of age. Of the total number 20 percent had only an eighth-grade education or less, 35 percent had had some high-school training, 44 percent were high-school graduates, and 1 percent were college graduates.



Eskimo pupil of an Indian Service School and his sister.

#### Office of Indian Affairs

In addition to the 240 nonreservation, reservation, and day schools in the United States, the Office of Indian Affairs maintains 97 community day schools and 2 vocational boarding schools in Alaska.

#### Public Works Administration

Approximately 44 percent of all approved 1938 non-Federal PWA projects have been for educational buildings. Actual construction is under way on many of the college and university projects and a majority of the buildings will be completed in time for the opening of the 1939-40 school year.

Since the start of the program in June, 177 projects have been approved for new buildings or improvements in 91 colleges and universities in 34 States, Hawaii, and Alaska, at an estimated cost of \$64,771,653. Of this amount the Federal Government has made direct grants of 45 percent and, in addition, has made loans of \$6,963,500.

Many types of buildings are included—dormitories, classrooms and study halls for engineering, chemistry, home economics, science, and physical education, stadiums, libraries, hospitals, auditoriums, faculty buildings, dental and medical laboratories, heating plants, vocational buildings, agricultural facilities, and infirmaries. In addition, projects

for landscaping, grandstands, greenhouses, residences, dining halls, clubhouses, gymnasiums, radio equipment, and, at one university, a project for air-conditioning several classroom buildings for the use of summer-school students, have been approved.

MARGARET F. RYAN

★ ★ ★

## Lady Eastlake's Remarks on Children's Reading

(Concluded from page 119)

late curiosity and encourage exertion." This same *Tales of a Grandfather*, recommended by Lady Eastlake in 1844, is still being used at the present time. In order that her readers may not be discouraged by finding only adverse criticism, she discusses a long list of books recommended for children's reading. Among the American books approved by her we find the works of Catherine Maria Sedgwick, Mrs. Lydia Sigourney, and Seba Smith, and among the textbooks, the Lindley Murray Grammars. One of the English books in her recommended list is Maria Edgeworth's *The Parent's Assistant; or, Stories for Children*, of which the title-page and frontispiece of volume 2 of the American edition is here reproduced

from a copy in the Office of Education library.

Elizabeth Rigby was born in Norwich, England in 1809. From an early age she was interested in the arts and in letters and in the summer of 1842 made a study of some of the recent books for children written by American authors. Shortly thereafter she submitted her first article on the subject to J. G. Lockhart, editor of the *Quarterly Review*. In 1849 she married Sir Charles L. Eastlake, but continued her literary activities, contributing regularly to the *Quarterly Review*. She died in 1893.

Mr. Lockhart characterized Lady Eastlake as "the cleverest female writer now in England, the most original in thought and expression too."

★ ★ ★

## Young Children in Great Britain

Two publications, a book and a bulletin concerned with the education of children below the age of 8 have been received from Great Britain.

*The English Nursery School* by Phoebe E. Cusden, the former secretary of the Nursery School Association of Great Britain (published by Kegan Paul, Trench, Trubner & Co.), deals primarily with the program for children from 2 to 5, with the history of its development in England, its present place in the English elementary schools and in the government's provision for child health and welfare. *A Nursery School for Children From 2 to 7 Years* by Alice McKechnie (published by the Nursery School Association of Great Britain), reports a 4-year experiment in unifying the nursery school transition class and infants school to extend the nursery school type of program beyond the 5-year-old child and to include the period of childhood from 2 to 8.

#### Supplement Each Other

The two publications supplement each other well. In the first, a volume of 290 pages, the author presents the curriculum, daily procedures, staff, building, equipment, and costs of nursery schools. She shows how the

nursery-school program meets the needs of young children, reports the rate of increase in the number of schools meeting Government standards and receiving Government aid, and emphasizes the economy in human values of providing adequately for the development of young children. Looking into the future, the author says that the nursery school should be regarded "as a vital and integral part of the national system of education" with its facilities available for all children whose parents desire to avail themselves of them. She refers to the Bradford experiment as a demonstration of how this may be put into practice and quotes Thomas Boyce, the director of education for Bradford, as follows: "A nursery school, properly conducted, is of the very substance of educational approach, method, and practice."

Miss McKechnie describes the building, garden, staff, health services, home and school relationships, and the curriculum adapted to the needs of children at different age levels. She attributes the success of the Bradford experiment to the complete understanding between members of the staff, between child and teacher, and between parents and teachers.

MARY DABNEY DAVIS

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